

# COMMONWEALTH of VIRGINIA

## Board of Education Agenda

**Date of Meeting:** May 24, 2006

**Time:** As Shown

**Location:** Conference Rooms D & E, James Monroe State Office Building  
101 North 14<sup>th</sup> Street, Richmond, Virginia



**9:00 a.m. FULL BOARD CONVENES**

**Moment of Silence**

**Pledge of Allegiance**

**Approval of Minutes of the April 26-27, 2006, Meeting of the Board**

**Resolutions/Recognitions**

- Recognition of the 2006 Title I Distinguished Division and Highly Distinguished Division:
  - Scott County Public Schools: Distinguished Division
  - Fairfax County Public Schools: Highly Distinguished Division

**Public Comment**

**Action/Discussion on Board of Education Regulations**

- A. Final Review of the Proposed Revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et seq.)

**Action/Discussion Items**

- B. First Review of Pupil Transportation Specifications for School Buses
- C. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Continuing Accreditation to the Teacher Education Programs at Eastern Mennonite University, Marymount University, and Virginia Union University
- D. Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Continuing Program Approval with Stipulations to the Teacher Education Program at Saint Paul's College
- E. First Review of Recommended Cut Scores for the Standards of Learning Mathematics and Reading Tests in Grades 3 through 8

## **Action/Discussion Items (continued)**

- F. First Review of Recommended Cut Scores for the Standards of Learning Writing Tests for Grades 5 and 8
- G. Final Review of Approval of Local School Division Remedial Plans

## **Reports**

- H. Update on Status of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan and Compliance Requirements under the *No Child Left Behind Act of 2001*
- I. Review of the Board of Education Legislative Responsibilities Resulting from Actions of the 2006 General Assembly.

**DISCUSSION OF CURRENT ISSUES** - by Board of Education Members and Acting Superintendent of Public Instruction

## **ADJOURNMENT**

### **PUBLIC NOTICE**

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, May 23, 2006. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

### **GUIDELINES FOR PUBLIC COMMENT**

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

# Board of Education Agenda Item

Item: A.

Date: May 24, 2006

Topic: Final Review of the Proposed Revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et seq.)

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

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## Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by  
☒ State or federal law or regulation  
☐ Board of Education regulation  
☐ Other: \_\_\_\_\_

☒ Action requested at this meeting

☐ Action requested at future meeting: \_\_\_\_\_

## Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action  
date June 22, 2005; October 26, 2005; and March 22, 2006  
action June 22, 2005: First Review of the Proposed Revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et seq.);  
October 26, 2005: First Review of Additional Revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et seq.); and  
March 22, 2006: Second Review of Revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et seq.).

**Background Information:** Section 22.1-253.13:3 of the Code of Virginia requires the Board of Education to promulgate Standards of Accreditation for Virginia's K-12 public schools. The Code states:

The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services,

auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The current regulations were adopted by the Board of Education on July 29, 2000, and became effective September 28, 2000. Those regulations included provisions that served as a transition to the current more rigorous requirements for school accountability and student achievement. Those transitional provisions are now obsolete or outdated. Furthermore, Virginia's accountability system has matured, and it is time to undertake a comprehensive review of the accrediting standards, especially in the areas of consequences for those schools that fail to meet the accountability requirements, and incentives for schools that are achieving success.

A Notice of Intended Regulatory Action (NOIRA) required by the Virginia Administrative Process Act (APA) was published in the *Virginia Register* on March 21, 2005, to advise the public of the Board's intent to conduct a comprehensive review of the regulations. No comments from the public were received.

The first review of the proposed changes to these regulations was presented to the Board on June 22, 2005. On October 26, 2005, the Board accepted Governor Warner's recommendation to add language requiring students in elementary and middle schools to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education.

The 60 day public comment period began on November 28, 2005, and ended on January 31, 2006. On January 17, the Board held five public hearings in Chesapeake, Leesburg, Highland Springs, Waynesboro, and Wytheville. A total of 49 people spoke at the five hearings: four in Chesapeake, 18 in Highland Springs, 11 in Leesburg, seven in Waynesboro, and nine in Wytheville. In addition, 351 individuals and organizations submitted written comments during the public comment period. A summary of the public comments was presented at the March 22, 2006, Board meeting.

The second review of the proposed regulations, with additional proposed revisions, was presented at the March 22, 2006, Board meeting. The Board authorized an additional 30-day period of public comment, which ended on April 30, 2006. A summary of the public comments from the 30-day public comment period is attached.

**Summary of Major Elements:** The following additional changes are proposed:

8 VAC 20-131-05

- A definition of "graduate" is added.
- The definition of "standard school day" is clarified to specify it is a calendar day.

8 VAC 20-131-30. Student Achievement.

- Language is added to clarify that student who limited English proficient (LEP) may be granted an exemption from Standards of Learning (SOL) testing in the areas of writing, science, and history and social science.

8 VAC 20-131-80. Instructional program in elementary schools.

- Language is added encouraging elementary schools to provide instruction in foreign languages.

8 VAC 20-131-100. Instructional program in secondary schools.

- The advanced courses could include Cambridge courses, in addition to Advanced Placement, International Baccalaureate, and college level courses for degree credit.

8 VAC 20-131-240. Administrative and support staff; staffing requirements.

- The requirement that middle school teachers have a teaching load of no more than 25 class periods a week would begin with academic year 2008-2009.
- Language is restored regarding teachers of block programs that encompass more than one class period with no more than 120 student periods per day may teach 30 class periods per week.
- Language is added to strengthen the provision for one planning period per day or equivalent for middle and secondary teachers.

8 VAC 20-131-280. Expectations for school accountability.

- Language is added in this section and in 8 VAC 20-131-290 to cross-reference the responsibility of the division superintendent in reporting compliance with pre-accreditation eligibility requirements. The term “pre-accreditation eligibility requirements” is used for clarity in this section, and in 8 VAC 20-131-290, 8 VAC 20-131-300, and 8 VAC 20-131-325.

There were a number of comments received with recommendations that would result in a fiscal impact on local school divisions or a major change in policy. Those recommendations were not included in this draft because they represented significant changes from the original proposal; however, the Board may wish to consider these recommendations further at a later date.

**Superintendent's Recommendation:** The Acting Superintendent of Public Instruction recommends that the Board of Education accept the additional changes and adopt the attached revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. In addition, the Acting Superintendent of Public Instruction recommends that the Board of Education authorize staff of the Department of Education to proceed with the remaining steps required by the Administrative Process Act and to make any technical changes, such as correcting typographical errors that do not affect the substance of the standard.

**Impact on Resources:** The impact on resources for the proposed revisions to these regulations is not expected to be significant.

**Timetable for Further Review/Action:** The Department of Education will notify local school divisions of the changes in the regulations when final approval becomes effective as prescribed by the Administrative Process Act.

## **Summary of All Proposed Revisions**

### **8 VAC 20-131-05. Definitions.**

- A definitions section is proposed to consolidate and clarify terms used in these regulations.
- The definitions of “class period,” “planning period,” and “student periods” are added to clarify the references to 8 VAC 20-131-240 regarding the middle and secondary classroom teacher’s standard load and planning period.
- A definition of “graduate” is added. (New revisions for May 2006.)
- The definition of “recess” is added to clarify that it is a segment of time in which students are given a break from instruction.
- The definition of “reconstitution” is added, in reference to 8 VAC 20-131-315 regarding a school that is denied accreditation.
- The definition of “standard school day” is clarified to specify it is a calendar day. (New revisions for May 2006.)

### **8 VAC 20-131-10. Purpose.**

- Language would clarify that these regulations do not apply to schools licensed under other state regulations (such as state-operated programs licensed under the Standards for Interdepartmental Regulation of Children’s Residential Facilities).

### **8 VAC 20-131-20. Philosophy, Goals, and Objectives.**

- A new objective, to increase graduation rates, would be added to the school’s goals and objectives.

### **8 VAC 20-131-30. Student Achievement.**

- Students who are accelerated would take the tests for the grade level of the content received in instruction.
- Remediation recovery would be expanded from K-8 to K-12 in English and mathematics. The retesting provision would no longer be needed with annual testing in grades three through eight. The application of remediation recovery to a school’s accreditation ratings would continue to be defined in Board guidelines.
- Language would be added to reference § 504 plans, as well as Individual Education Programs (IEP) for students with disabilities. Language would be added to specify that students with disabilities would be assessed with the appropriate accommodations and alternate assessments where necessary.
- Foreign exchange students would be required to take Standards of Learning (SOL) tests when taking courses for credit, but would not be required to take the tests for courses if they audit the course.
- Language is added to clarify that student who limited English proficient (LEP) may be granted an exemption from Standards of Learning (SOL) testing in the areas of writing, science, and history and social science. (New revisions for May 2006.)

### **8 VAC 20-131-40. Literacy Passport Tests.**

- The section would be repealed, as it is obsolete and the tests are no longer administered.

### **8 VAC 20-131-50. Requirements for Graduation.**

- Language regarding the Modified Standard Diploma that was originally stricken in the first version of the proposed revisions has been restored. This language specifies that: The informed, written consent of the parent is required,
  - ✓ The student who has chosen to pursue a Modified Standard Diploma shall be allowed to pursue a Standard or Advanced Studies Diploma at any time in the student's high school career, and
  - ✓ The student must not be excluded from courses or tests required for a Standard or Advanced Studies Diploma.
- The Board's current policy that allows students to earn a verified credit for the student-selected test if they complete a career and technical program sequence and earn an industry certification, state license, or occupational competency credential would be added to the regulations.
- For a standard diploma, when the certification, license, or credential confers more than one verified credit, a second verified credit could be substituted for a mathematics, science, or history/social science verified credit.
- The requirements for the Governor's Seal would be revised. Students would be able to receive the seal if they earn an Advanced Studies Diploma with a B average or better, and successfully complete college-level coursework to earn 15 transferable college credits in Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment (Early College Scholars).
- The requirements for the Board of Education Seal would be revised. Students would receive the seal if they have an A average, whether they earn a Standard or an Advanced Studies Diploma.
- The requirements for the Board of Education's Career and Technical Education Seal would be revised to clarify that the student may pass an occupational competency exam, or earn an industry certification or state license.
- The requirements for the Board of Education's Seal for Excellence in Civics Education would be added. (These requirements are currently in guidelines; the seal itself is established in § 22.1-253.13:4 of the Code of Virginia).
- Language about the diploma seals clarifies that a student may earn more than one seal.
- Language further clarifies that the licenses and examinations for the Board of Education's Career and Technical Education Seal and Advanced Mathematics and Technology Seal must be approved by the Board.

#### 8 VAC 20-131-60. Transfer of Students.

- Language was revised to clarify that students transferring from Virginia public schools and nonpublic schools accredited by one of the constituent members of the Virginia Council for Private Education shall be recognized for all grade-level work completed in grades K-8. The academic records of students from all other schools shall be evaluated to determine appropriate grade placement.
- Language specifies that all secondary schools shall accept credits toward graduation from nonpublic schools accredited by one of the constituent members of the Virginia Council for Private Education.
- Additional language specifies that nothing in the regulations prohibits public schools from accepting standard credits towards graduation from all other schools when the course generally matches the course for which the receiving school gives standard credit and the school from which the student transfers certifies that the course meets the requirements for a standard credit, as specified in these regulations.

- A provision is added to allow a student who transfers to a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade, who is pursuing a Standard Diploma, and who completes a career and technical education program sequence to substitute the certificate, occupational competency credential, or license for either a science or a history or social science verified credit.

8 VAC 20-131-70. Program of Instruction and Learning Objectives.

- Language would be added to reference § 504 plans.

8 VAC 20-131-80. Instructional Program in Elementary Schools.

- The requirement for a daily recess in elementary schools would be moved from this section to 8 VAC 20-131-200. There is no change in the requirement, but it clarifies that recess is not part of the instructional program and is not counted as instructional time.
- The requirement that each school shall ensure that students who are unable to read with comprehension have both the additional instruction and the materials necessary for instruction is set out in this section, as well as in the sections of the regulations relating to middle school and secondary school (8 VAC 20-131-90 and 8 VAC 20-131-100) to emphasize the importance of reading at all levels.
- The requirement that each school shall require students to participate in a program of physical fitness during the regular school year in accordance with Board of Education guidelines.
- Language is added encouraging elementary schools to provide instruction in foreign languages. (New revisions for May 2006.)

8 VAC 20-131-90. Instructional Program in Middle Schools.

- Middle schools would be required to offer Algebra I as a part of their minimum course offerings to students in the eighth grade.
- The requirement that each school shall require students to participate in a program of physical fitness during the regular school year in accordance with Board of Education guidelines.

8 VAC 20-131-100. Instructional Program in Secondary Schools.

- All secondary schools would be required to offer at least three Advanced Placement, International Baccalaureate, Cambridge, or college level courses for degree credit, or any combination thereof. Current language requires secondary schools to offer at least two advanced-level courses.

8 VAC 20-131-110. Standard and Verified Units of Credit.

- Language would clarify that students seeking a Modified Standard Diploma could use an expedited retake of a Standards of Learning test to meet the literacy and numeracy requirements for the Modified Standard Diploma.
- Provisions for a locally awarded verified unit of credit in science or history/social science, subject to Board guidelines, would be added to the regulations. The language further clarifies that students who were in the ninth-grade class of 2003-2004 and beyond may be eligible to earn locally awarded verified credits from the local school board. (Currently the provisions are in a § 1 statute and apply to the ninth-grade classes of 2000-01, 2001-02, and 2002-03.)



- The criteria for Board approval of substitute tests would be modified to permit tests administered as a part of another state's accountability program to be approved as substitute tests. Such tests would be held to the same standard of review and approval by the Board as all other substitute tests.

8 VAC 20-131-120. Summer School.

- No changes proposed.

8 VAC 20-131-130. Elective Courses.

- No changes proposed.

8 VAC 20-131-140. College Preparation Programs and Opportunities for Postsecondary Credit.

- Language would be added to provide for counseling of students in opportunities for obtaining industry certification in preparation for entering the workforce.

8 VAC 20-131-150. Standard School Year and School Day.

- Language would be added to clarify that the standard school year is based on instructional days and the standard school days is based upon 5 ½ instructional hours.
- Language would be deleted that refers to alternative schedules, as this topic is covered in the Code of Virginia and school divisions may elect to have longer terms if they choose.

8 VAC 20-131-160. Additional Reading Instruction.

- This section is repealed and language in this section is included in sections 80, 90, and 100.

8 VAC 20-131-170. Family Life Education.

- No changes proposed.

8 VAC 20-131-180. Offsite Instruction.

- Language would clarify that for homebound instruction, the instructional time requirements or alternative means of awarding credit, as adopted by the local school board, have been met.

8 VAC 20-131-190. Library Media, Materials and Equipment.

- No changes proposed.

8 VAC 20-131-200. Extracurricular and Other School Activities, Recess.

- The provision for daily recess would be moved from section 80.

8 VAC 20-131-210. Role of the Principal.

- Language would specify that the principal must notify parents of rising 11<sup>th</sup> and 12<sup>th</sup> graders of the number of standard and verified credits required for graduation, and the number of such credits the student must earn in order to graduate. (§ 22.1-253.13:4 of the Code of Virginia)

8 VAC 20-131-220. Role of the Professional Teaching Staff.

- No changes proposed.

8 VAC 20-131-230. Role of Support Staff.

- No changes proposed.

8 VAC 20-131-240. Administrative and Staff Support; Staffing Requirements.

- Staffing requirements that are prescribed in the Standards of Quality for principals, assistant principals, librarians, guidance counselors, and clerical staff would be deleted from the regulations because it is duplicative of language in § 22.1-253.13:2 of the Code of Virginia.
- A revision is made to specify that guidance counselors for all schools, including elementary schools, shall provide a minimum of 60 percent of the time devoted to counseling of students. This provision currently applies to guidance counselors in middle and secondary schools. (New revisions for May 2006.)
- Language about planning period for teachers in middle and secondary schools would be revised to be consistent with language in § 22.1-253.13:2 of the Code of Virginia. It also clarifies that middle and secondary teachers' standard load shall be based on teaching no more than 5/6 of the instructional day.
- The requirement that middle school teachers have a load of no more than 25 class periods a week would begin with academic year 2008-2009. (New revisions for May 2006.)
- Language would clarify that in schools with a traditional six or seven period day, teachers of block programs that encompass more than one class period with no more than 120 student periods per day may teach 30 class periods per week. (New revisions for May 2006.)
- Language is added to strengthen the provision for one planning period per day or equivalent for middle and secondary teachers. (New revisions for May 2006.)

8 VAC 20-131-260. Facilities and Safety.

- Language would be added to provide for adequate and safe administration and storage of student medications.
- Language would also be added to require that written procedures for emergencies include procedures to follow in the event of an allergic reaction.
- Language would be added to require written procedures for the safe evacuation of persons with special physical, medical, or language needs who may need assistance to exit a building.

8 VAC 20-131-270. School and Community Communications.

- A requirement would be added to provide information on the School Report Card on the number of students obtaining industry certifications and passing state licensure assessments and occupational competency assessments while still in high school. (This is consistent with language in SB 1045 passed by the 2005 General Assembly.)
- Language would be added to clarify that compliance with this section of the regulations would be reported through pre-accreditation eligibility procedures.

8 VAC 20-131-280. Expectations for School Accountability.

- Language is added in this section and in 8 VAC 20-131-290 to cross-reference the responsibility of the division superintendent in reporting compliance with pre-accreditation eligibility requirements. The term "pre-accreditation eligibility requirements" is used for clarity in this section, and in 8 VAC 20-131-290, 8 VAC 20-131-300, and 8 VAC 20-131-325. (New revisions for May 2006.)

8 VAC 20-131-290. Procedures for Certifying Accreditation Eligibility.

- Language would be added to clarify the link between accreditation eligibility and pre-accreditation eligibility.

8 VAC 20-131-300. Application of the Standards.

- The requirement that the pass rate for accreditation is 75 percent in English in grades 3 and 5 would be revised to grades 3 through 5 to reflect annual testing in English and mathematics.
- Beginning with ratings earned in 2010-2011 and beyond (based on assessments in 2009-2010 and beyond), the pass rate for accreditation would be raised to 75 percent in English and 70 percent in mathematics, science, and history and social science.
- The accreditation rating, Accreditation Withheld/Improving School Near Accreditation, which was eliminated in the first proposed revision, is restored for school year 2006-2007, based on the assessments taken in school year 2005-2006. The accreditation rating expires at the end of school year 2006-2007.
- Language clarifies that accreditation ratings awarded in an academic year are based upon Virginia assessment results from the academic year immediately prior to the year to which the accreditation rating applies.
- Language further clarifies that the provisions of the current Standards of Accreditation apply to accreditation ratings awarded for academic year 2006-2007, based on assessments taken in 2005-2006.
- Additional language clarifies that a school that is reconstituted and is Conditionally Accredited may have its accreditation rating revert to Accreditation Denied if it fails to be Fully Accredited or fails to have its annual application for such rating renewed.

8 VAC 20-131-310. Action Requirements for Schools That Are Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation.

- Language is revised to clarify that the school is to adopt a research-based instructional intervention with a proven track record of success.
- Language is moved from 8 VAC 20-310-40 to this section. The language says that schools rated Accredited with Warning must undergo an academic review and prepare and implement a school improvement plan.
- Language also specifies that schools rated Accreditation Withheld/Improving School Near Accreditation must also undergo an academic review and prepare and implement a school improvement plan.

8 VAC 20-131-315. Action Requirements for Schools That Are Denied Accreditation.

- A new section is added for clarity. Language about the requirements for schools denied accreditation is moved from 8 VAC 20-131-340 to this section.
- The sequence and timing of these provisions has been modified:
  - ✓ Any school rated Accreditation Denied must notify the parents and other interested parties of the accreditation rating within 30 calendar days of receiving the notification, and must provide them with a copy of the proposed corrective action plan and an opportunity to comment on the corrective action plan.
  - ✓ The school is subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board.
  - ✓ The local school board must submit a corrective action plan to the Board of Education within 45 days of the notification of the rating, for consideration in the memorandum of understanding.
  - ✓ The memorandum between the Board of Education and the local school board shall be entered into no later than November 1 of the year in which the accreditation rating is awarded.

- ✓ The local school board must submit status reports to the Board of Education, and the principal, division superintendent, and chair of the school board may be required to appear before the Board of Education to present the status reports.
- The option for reconstituting a school has been modified. If the local school board chooses to reconstitute a school, it must apply annually for an accreditation rating of Conditionally Accredited. The Conditionally Accredited rating may be granted for up to three years if the school is making progress toward a rating of Full Accreditation in accordance with the terms of the approval of the application.
- The provisions about replacing staff, hiring a management firm, or converting to a charter school are no longer included as examples of reconstitution.

8 VAC 20-131-320. Provisional Accreditation Benchmarks.

- The section would be repealed. It is obsolete and the benchmarks are no longer in effect.

8 VAC 20-131-325. Recognitions and Rewards for School Accountability Performance.

- A school that maintains a pass rate of 95 percent or above for two consecutive years may receive a waiver from annual accreditation, and shall be accredited for three years. However, the school must continue to submit documentation that it is in compliance with the regulations.
- The waiver provisions currently in 8 VAC 20-131-325.B would be deleted, as no school has requested such waivers; however, the regulations would still provide for waivers of these regulations pursuant to the current 8 VAC 20-131-330 (which would be moved to 8 VAC 20-131-350).
- The provisions for the Governor's Award for Outstanding Achievement Language is revised to require that the school be Fully Accredited, and that it has significantly increased student achievement in student subgroups to close the achievement gap.

8 VAC 20-131-330. Waivers.

- This section is moved to 8 VAC 20-131-350.

8 VAC 20-131-340. Academic Reviews, Special Provisions, and Sanctions.

- The provisions relating to academic reviews and Accreditation Denied are moved to 8 VAC 20-131-310 and 8 VAC 20-131-315. The section is renamed "Special Provisions and Sanctions."
- A provision is added to specify that withholding of a school's accreditation rating shall not be considered an interruption of the three consecutive year period for purposes of receiving an Accreditation Denied status.

8 VAC 20-131-350. Waivers.

- This section is moved from 8 VAC 20-131-330.

8 VAC 20-131-360. Effective Date.

- Unless otherwise specified, these regulations are effective for the 2006-2007 school year.

Minor editorial changes are recommended for clarity and consistency.

**Proposed Revisions to the  
Regulations Establishing Standards  
for Accrediting Public Schools in Virginia**

**Summary of Additional Public Comment Period  
Based on March 22, 2006 Draft of the SOA**

During the Board of Education's March 22, 2006 meeting, the board received the proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* for second review. The document received on second review contained additional revisions that were not in the draft that the board received in October 2005. Those additional revisions have been bulleted below by section number. Based on the revisions presented in March 2006, the board decided to seek an additional 30 days of public comment on the March document. The summary of the public comments received are noted below the corresponding sections. It should be noted that the board received numerous comments in areas that were not revised between the October 2005 and March 2006 drafts. Those areas include foreign language requirements, financial literacy requirements, and health and physical education requirements.

**8 VAC 20-131-05. Definitions.**

- The definitions of "class period," "planning period," and "student periods" are added to clarify the references to 8 VAC 20-131-240 regarding the middle and secondary classroom teacher's standard load and planning period.
- The definition of "recess" is added to clarify that it is a segment of time in which students are given a break from instruction.
- The definition of "reconstitution" is added in reference to 8 VAC 20-131-315 regarding a school that is denied accreditation.

**Public Comment:**

- One comment requested that the standards clarify the definition of "school" to include language about corrective action when schools do not meet pre-accreditation requirements.

**8 VAC 20-131-50. Requirements for Graduation.**

- Language regarding the Modified Standard Diploma that was stricken in the proposed revisions has been restored. This language specifies that:
  1. The informed, written consent of the parent is required,
  2. The student who has chosen to pursue a Modified Standard Diploma shall be allowed to pursue a Standard or Advanced Studies Diploma at any time in the student's high school career, and
  3. The student must not be excluded from courses or tests required for a Standard or Advanced Studies Diploma.
- Language about the diploma seals clarifies that a student may earn more than one seal.
- Language further clarifies that the licenses and examinations for the Board of Education's Career and Technical Education Seal and Advanced Mathematics and Technology Seal must be approved by the Board.

**Public Comment:**

- American Council on the Teaching of Foreign Languages requested that the Board of Education strengthen the foreign language incentives in the proposed Standards of Accreditation by considering:
  - Encouraging elementary schools to offer foreign language instruction when feasible.
  - Adding a one-year foreign language requirement for the General Studies Diploma.
  - Endorsing a Seal of Excellence on any high school diploma when a student demonstrates a high level of language proficiency in a foreign language.
- Foreign Language Association of Virginia (FLAVA) requested that the Board of Education strengthen the foreign language incentives in the proposed Standards of Accreditation by:
  - Requiring elementary schools to offer foreign language instruction.
  - Adding a two-year foreign language requirement for the General Studies Diploma.
  - Endorsing a Seal of Excellence on any high school diploma when a student demonstrates a high level of language proficiency in a world language other than English.
- One parent requested that the board:
  - Institute a requirement that foreign language learning opportunities be made available beginning at the elementary school level.
  - Implement additional foreign language requirements for graduation at the secondary school level.
  - Update the standards of learning to require a foreign language assessment to phase in a more challenging, greater proficiency in the chosen languages.
  - Offer languages of significance to the current economic, academic, and sociological environment (e.g., Chinese, Arabic, Korean, and Spanish).
- One retired teacher requested that:
  - The Board of Education consider implementing foreign languages in all grades K-12 for all students.
  - The languages chosen should be left to the localities so they may serve their respective constituents.
  - The various diplomas should all require at least one year of foreign language.
  - The students should have the option to get one credit in a fine arts, practical arts, or foreign language to add to students' options to get more credits in foreign languages.
- The Virginia Society of Certified Public Accountants (VSCPA) requested that the Board of Education include at a minimum, a half-credit of personal finance education for all Virginia high school students. The VSCPA provided extensive background and research to support its position.
- One comment objected to the VSCPA advocacy for a financial literacy course as a graduation requirement.
- Seven Certified Public Accountants, at least four of whom are members of the VSCPA, supported the VSCPA request to include, at the minimum, a half-credit of personal

finance education for all Virginia high school students as a graduation requirement.

- One attorney supported a personal financial course in the high school curriculum.
- Two comments supported the restoration of language regarding the modified standard diploma that was deleted in the first draft of the proposed revisions.
- One comment stated that a potential conflict appears in this section because proposed language beginning at line 245 in Section A (p. 16) states, “Students shall be awarded a diploma upon graduation from a Virginia high school.” The comment suggested that this conflicts with sections F and G, both of which allude to awarding of either a certificate or credential, neither of which is a diploma.

#### 8 VAC 20-131-60. Transfer of Students.

- Language was revised to clarify that students transferring from Virginia public schools and nonpublic schools accredited by one of the constituent members of the Virginia Council for Private Education shall be recognized for all grade-level work completed in grades K-8. The academic records of students from all other schools shall be evaluated to determine appropriate grade placement.
- Language specifies that all secondary schools shall accept credits toward graduation from nonpublic schools accredited by one of the constituent members of the Virginia Council for Private Education.
- Additional language specifies that nothing in the regulations prohibits public schools from accepting standard credits towards graduation from all other schools when the course generally matches the course for which the receiving school gives standard credit and the school from which the student transfers certifies that the course meets the requirements for a standard credit, as specified in these regulations.
- A provision is added to allow a student who transfers to a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade, who is pursuing a Standard Diploma, and who completes a career and technical education program sequence to substitute the certificate, occupational competency credential, or license for either a science or a history and social science verified credit.

#### **Public Comment:**

- The Arlington Diocese Catholic Schools recommended the following:
  - Board of Education adopt a regulation that will allow Virginia private elementary and secondary schools to obtain accreditation from approved accrediting organizations that are not members of the Virginia Council for Private Education (VCPE).
  - Schools may obtain accreditation from either an approved accrediting constituent member of the VCPE, or from another accrediting organization whose accreditation process is approved by the Southern Association of Colleges and Schools (SACS) or the Board of Education.

#### 8 VAC 20-131-110. Standard and Verified Units of Credit.

- Language simply clarifies that students who were in the ninth-grade class of 2003-2004 and beyond may be eligible to earn locally awarded verified credits from the local school board.

**Public Comment:**

- Two parents requested that the Board of Education provide for locally awarded verified credits not just for science and history/social sciences, but also for English and mathematics (Sec. 110.B.3.).

**8 VAC 20-131-240. Administrative and Staff Support; Staffing Requirements.**

- A revision is made to specify that guidance counselors for elementary schools shall provide a minimum of 60 percent of the time devoted to counseling of students. This provision currently applies to guidance counselors in middle and secondary schools,
- Language clarifies that each full-time middle and secondary classroom teacher shall be provided one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties. It also clarifies that middle and secondary teachers' standard load shall be based on teaching no more than 5/6 of the instructional day, with no more than 150 student periods per day or 25 class periods per week.

**Public Comment:**

- 26 staff members/teachers from Spotsylvania County public schools objected to the proposal that teachers receive one-sixth of the school day for planning time. They viewed this as a reduction in their planning time.
  - One of those comments supported a policy that "states a planning period each calendar day for a 3/4 daily schedule." The comment indicated that Spotsylvania adopted an "A-B block schedule where teachers usually have 3 blocks of class and one block of planning or planning/duty each day."
  - One of those comments requested that the regulations state that teachers must have a daily planning period of the same amount of time as the daily instructional block.
  - Five of those comments stated that the local school division should define "period" and not the state.
  - Seven of those comments requested a 90 minute planning period for teachers on block schedules.
  - Eight of those comments supported planning time for teachers in general.
- One Williamsburg-James City County teacher expressed concern is with the item that states "the requirement that middle and secondary teachers' standard load shall be based on teaching no more than 5/6 of the instructional day with no more than 150 student periods per day or 25 class periods per week." The comment stated that "[g]iven that most schools are on a block schedule, this stand is meaningless." The comment stated that to have this standard have an impact "there should also be something that describes and reflects schools on a block schedule."
- One elementary school counselor supported the proposal to include elementary school guidance counselors in the mandate for 60 percent of the counselors' time being spent on counseling of students and 40 percent of the counselors' time being spent on other tasks.
- One high school counselor indicated that although the standards currently provide for high school counselors to spend 60 percent of their time counseling students, this is not



what is really happening in the schools. Counselors spend the majority of their time administering tests, registering students for courses, counting student credits and SOL tests passed, monitoring attendance, substituting for teachers, disciplining students, and doing paperwork. Little or no time is spent counseling students one on one or in groups.

- Bristol City public schools requested that the board rethink the proposed revisions to the standards beginning with line 993 and going to line 1002 regarding the secondary teacher's standard load. Bristol believes that there seems to be some ambiguity in the regulation as written as well as some financial implications for local divisions already on tight budgets. Bristol was unclear whether the term 5/6 (five-sixth) of the instructional day assumes a six-period day, and if so what would a school do that operates on a seven-period day, use 6/7 (six-seventh) of the instructional day and 30 class periods per week?
- Virginia Education Association (VEA) Delegate Assembly voted overwhelmingly in favor of the following recommendation for 8 VAC 20-131-240:
  - "Full time middle and secondary teachers shall have one daily unencumbered planning period equivalent in length to the longest instructional period of the day. If a school on alternating block schedule counts two days as one instructional day, then teachers shall have two unencumbered planning periods, each equivalent in length to the longest instructional period."
  - The delegates further directed the VEA to seek no less than 45 minutes of daily, unencumbered planning time for all full-time elementary teachers.
- Frederick County public schools requested that the Board of Education provide for a phase-in of the proposed revision that requires that middle school teachers be assigned 25 class periods per week. The current language is 30 class periods per week.

#### 8 VAC 20-131-300. Application of the Standards.

- The accreditation rating, Accreditation Withheld/Improving School Near Accreditation, is restored for school year 2006-2007, based on the assessments taken in school year 2005-2006. The accreditation rating expires at the end of school year 2006-2007.
- Language clarifies that accreditation ratings awarded in an academic year are based upon Virginia assessment program scores from the academic year immediately prior to the year to which the accreditation rating applies.
- Language further clarifies that the provisions of the current Standards of Accreditation apply to accreditation ratings awarded for academic year 2006-2007, based on assessments taken in 2005-2006.
- Additional language clarifies that a school that is reconstituted and is Conditionally Accredited may have its accreditation rating revert to Accreditation Denied if it fails to be Fully Accredited or fails to have its annual application for such rating renewed.

**Public Comment: None**

#### 8 VAC 20-131-310. Action Requirements for Schools That Are Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation.

- Language is moved from 8 VAC 20-310-40 to this section. The language says that schools rated Accredited with Warning must undergo an academic review and prepare and implement a school improvement plan.

- Language also specifies that schools rated Accreditation Withheld/Improving School Near Accreditation must also undergo an academic review and prepare and implement a school improvement plan.

**Public Comment: None**

8 VAC 20-131-315. Action Requirements for Schools That Are Denied Accreditation.

- A new section is added for clarity. Language about the requirements for schools denied accreditation is moved from 8 VAC 20-131-340 to this section.
- The sequence and timing of these provisions has been modified:
  - ✓ Any school rated Accreditation Denied must notify the parents and other interested parties of the accreditation rating within 30 calendar days of receiving the notification, and must provide them with a copy of the proposed corrective action plan and an opportunity to comment on the corrective action plan.
  - ✓ The school is subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board.
  - ✓ The local school board must submit a corrective action plan to the Board of Education within 45 days of the notification of the rating, for consideration in the memorandum of understanding.
  - ✓ The memorandum between the Board of Education and the local school board shall be entered into no later than November 1 of the year in which the accreditation rating is awarded.
  - ✓ The local school board must submit status reports to the Board of Education, and the principal, division superintendent, and chair of the school board may be required to appear before the Board of Education to present the status reports.
- The option for reconstituting a school has been modified. If the local school board chooses to reconstitute a school, it must apply annually for an accreditation rating of Conditionally Accredited. The Conditionally Accredited rating may be granted for up to three years if the school is making progress toward a rating of Full Accreditation in accordance with the terms of the approval of the application.
- The provisions about replacing staff, hiring a management firm, or converting to a charter school are no longer included as examples of reconstitution.

**Public Comment: None**

8 VAC 20-131-330. Waivers.

- This section is moved to 8 VAC 20-131-350.

**Public Comment: None**

8 VAC 20-131-340. Academic Reviews, Special Provisions, and Sanctions.

- The provisions relating to academic reviews and Accreditation Denied are moved to 8 VAC 20-131-310 and 8 VAC 20-131-315. The section is renamed “Special Provisions and Sanctions.”
- A provision is added to specify that withholding of a school’s accreditation rating shall not be considered an interruption of the three consecutive year period for purposes of receiving an Accreditation Denied status.

**Public Comment: None**

8 VAC 20-131-350. Waivers.

- This section is moved from 8 VAC 20-131-330.

**Public Comment: None**

8 VAC 20-131-360. Effective Date.

- Unless otherwise specified, these regulations are effective for the 2006-2007 school year.

**Public Comment: None**

## **HEALTH AND PHYSICAL EDUCATION**

### **Public Comment:**

- Virginia Board of Health submitted commentary in support of the proposed revisions requiring elementary and middle school students to participate in a program of physical fitness. The board also submitted the following:
  - The Board of Health endorses a standardized system of fitness testing for all students.
  - The board endorses a system that assesses body strength, aerobic capacity and flexibility, student height and student weight.
  - The board advocates for inclusion of students’ fitness test scores in the school report card, as was the case up until 1998.
  - The board supports administering standardized testing of students’ understanding of health and physical education.
  - The board applauds the delineation of recess from instructional time.
- The American Heart Association applauded Governor Warner’s proposed revision to the regulations regarding physical fitness. The association believes that is a good first step and recommended the following:
  - Daily physical education for all students required in grades K-8 for the entire school year with a minimum of 150 minutes per week for elementary students and a minimum of 225 minutes per week for middle school students.
  - Comparable student teacher ratios for physical education and other curricular areas.
  - End-of-course testing of all students to assess attainment of health and physical

education learning objectives. One test during elementary school, one test during middle school, and one test during high school to assess student learning.

- Wellness related fitness testing integrated into the curriculum as an instructional tool that is appropriate to students' developmental levels and physical abilities.
  - School report card include health related data such as aerobic capacity, muscular strength, endurance, flexibility, and body composition (BMI, skin fold or another method).
  - Adequate facilities, supplies and budgets necessary to achieve the objectives of the physical education program.
  - Exemptions in physical education courses should not be permitted on the basis of participation on athletic teams, community recreation programs, ROTC, marching band, or other school or community activities.
  - Physical education or recess should not be taken away from a student as a means of remediation or punishment.
- Virginia Healthy Pathways Coalition's Schools Committee requested that the Board of Education put into practice regulations that require an externally validated elementary and middle school program of instruction in health and physical education and include fitness test scores on the school's annual report card. The coalition supported Governor Warner's proposed revision regarding physical fitness. The coalition also stated:
    - There is a growing body of evidence suggesting that less time dedicated to health and physical education may undermine the goal of better academic performance.
    - There are elementary and middle school students who never receive any instruction in health or physical education. This is due to disciplinary reasons, remediation, or because 8<sup>th</sup> grade physical education may be offered as an elective. This practice occurs because school divisions are allowed to interpret the "shall be offered" language in the SOA to mean "does not have to be taken."
    - Participation in school health and physical education program ensures a minimum amount of health literacy and physical activity, and provides a forum to teach health-enhancing behaviors and physical activity strategies that can be continued into adulthood.
  - Two comments supported the position paper submitted by the Healthy Pathways Committee to 1) institute SOL testing for health and PE; 2) to report wellness-related fitness data by school (including BMI); 3) to include fitness test scores on the school's annual report card.
  - Virginia Beach City public schools expressed concern regarding implementing any new physical fitness program guidelines due to the fact that the school system's budget has already been given to the city government.

## **GRADUATION RATES**

### **Public Comment:**

- The Civil Rights Project at Harvard University submitted comments regarding its report on dropouts and graduation rates. The Civil Rights project is concerned about the high percentages of students who do not graduate from high school. The Civil Rights Project feels that without countervailing incentives to keep children in school, test score accountability creates incentives for schools to push low-performing students out the back door.

- The Civil Rights Project requested that the SOA incorporate graduation rate targets.
- The Civil Rights Project and its partners in releasing *Losing Our Future*, The Urban Institute, Advocates for Children in New York, and the Civil Society Institute recommend, among other things:
  - Setting reasonable graduation rate floors;
  - Requiring significant progress toward meeting those floors over a reasonable period of time driven primarily by positive incentives and rewards; and
  - Extending graduation rate accountability benchmarks to the NCLB subgroups.
- One comment supported the board's language on graduation rates.
- Two parents requested that the Board of Education define "graduation rates" as the percentage of ninth graders who leave with a diploma four years later, taking into account transfers into and out of schools and divisions (Section 20.A.3), and make graduation rates part of school accreditation criteria (Sec. 300.)

## OTHER

### Public Comment:

- One comment questioned whether the writing SOL test was no longer being included as part of the proposed Standards of Accreditation.
- One parent provided the following comments:
  - The Board of Education objectives for charter schools need to be updated.
  - Schools need to maintain services and support for high achieving students.
  - In closing the achievement gap among groups of students having high performing students in direct contact with students needing help to achieve, presents many opportunities to address the educational difficulties, and the social/emotional needs of students on both sides of the achievement gap.
  - Minority and ESL (English as a Second Language) students are at-risk of receiving mostly remedial education. Ultimately they may not graduate, or if they do, they may still face being disadvantaged when it comes to college or career opportunities.
  - Average students are often forgotten or not targeted to receive opportunities that are directed at high achievers or low achievers.
- One parent provided a comment regarding how teachers prepare their students for SOL assessments:
  - "The amount of pressure and unnecessary practice reviews that teachers are shoveling onto their students is utterly ridiculous. Accurately measuring school performance was the original intent of the SOL. Yet it seems that it is more a tactic used to pass blame on the student for a schools failure to educate. Students are forced to participate in the ritual of memorization and regurgitation in preparation for SOL. An enormous pressure has been placed on students to learn what amounts to the 'pursuit of trivia.' The SOL tests are meaningless and do not measure what a child actually knows. Stop cheating by giving teachers a 'blueprint' of the test to teach from. Stop allowing teachers to waste valuable class time by reviewing for the SOL for months on end."
- Superintendents in Region 8 requested that the Board of Education keep the pass rate for third grade science and history at 50 percent with tests administered beginning in the academic year 2009-2010 for accreditation rating awarded for school year 2010-2011 and

beyond. Schools need more time to provide additional services to at-risk students entering school who need extra time to master reading and mathematics by grade three. There is not enough time in the school day to provide these services without pulling students from science and history.

- Two parents requested that the Board of Education keep Limited English Proficiency (LEP) students' one-time exemption from K-8 testing "in each of the four core areas," not replace it with an exemption only from science and history/social science testing for student "accountability" purposes under our own system (regardless of limits on such exemptions for purposes of "No Child Left Behind") (Sec. 30.G.)
- Two parents requested that the Board of Education require notifying parents of credits needed for graduation starting with rising ninth graders instead of starting with rising eleventh graders, which is too late. (Sec. 210)
- Two parents requested that the Board of Education not limit the provision for "authority to seek school division compliance with school laws" to schools that have been denied accreditation. Schools can and do for example, violate laws regarding rights of students with disabilities and students identified as gifted and can still be fully accredited; the Board should seek compliance with such laws and not just with SOL-test pass-rate requirements.
- One comment generally supported the revisions to the regulations.
- One comment suggested that there are a few sections that may benefit from an editing review, to ensure that consistency of language is used throughout the document. These are listed below:
  - "Three-year trailing average"-This language is used in 8 VAC 20-131-280. The Board should clarify with the department whether the calculation is intended to be truly a percent passing average OR whether the calculation is a cumulative percent pass based upon the total number of students taking and passing tests over a three-year period.
  - "Scores"- 8 VAC 20-131-280 and 8 VAC 20-131-300 refer to using schools' or students' "scores" to determine accreditation status. The document should use the term "pass rate" throughout.
  - 8 VAC 20-131-270, School and Community Communications - Proposed language states that the division superintendent "will report compliance with this section through the pre-accreditation eligibility procedures...." Reporting on this requirement should be listed in 8 VAC 20-131-280.F., and 8 VAC 20-131-290,.
  - "Pre-accreditation should be hyphenated, and one term using either "criteria" or "requirements" should be used throughout for consistency.
- Frederick County public schools requested that the Board of Education exclude half-day kindergarten programs from the requirement to provide daily recess. However, based on additional comments, Frederick's County's concerns appear to have been resolved with the proposed revisions presented to the Board of Education at its March 2006 meeting.

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1    8 VAC 20-131-05. Definitions.

2    The following words and terms apply only to these regulations and do not supersede  
3    those definitions used for federal reporting purposes or for the calculation of costs related  
4    to the Standards of Quality (§§ 22- 253.13:1 through 22.1-253.13:8). When used in these  
5    regulations, these words shall have the following meanings, unless the context clearly  
6    indicates otherwise:

7  
8    “Accreditation” means a process used by the Virginia Department of Education  
9    (hereinafter “department”) to evaluate the educational performance of public schools in  
10   accordance with these regulations.

11  
12   “Additional test” means a test, including substitute tests approved by the Board of  
13   Education that students may use in lieu of a Standards of Learning test to obtain verified  
14   credit.

15  
16   [“Class period” means a segment of time in the school day that is approximately one-  
17   sixth (1/6) of the instructional day.]

18

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19 “Combined school” means a public school that contains any combination of or all of the  
20 grade levels from kindergarten through 12. This definition does not include those schools  
21 defined as elementary, middle, or secondary schools.

22  
23 “Elementary school” means a public school with any grades kindergarten through five.

24  
25 “Eligible students” means the total number of students of school age enrolled in the  
26 school at a grade or course for which a Standards of Learning test is required unless  
27 excluded under the provisions of 8 VAC 20-131-30 F and 8 VAC 20-131-280 D relative  
28 to limited English proficient (LEP) students.

29  
30 “Enrollment” means the act of complying with state and local requirements relative to the  
31 registration or admission of a child for attendance in a school within a local school  
32 division. This term also means registration for courses within the student’s home school  
33 or within related schools or programs.

34  
35 “First time” means the student has not been enrolled in the school at any time during the  
36 current school year (for purposes of 8 VAC 20-131-60 with reference to students who  
37 transfer in during the school year).

38



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“Four core areas” or “four core academic areas” means English, mathematics, science, and history and social science for purposes of testing for the Standards of Learning.

[“Graduate” means a student who has earned a Board of Education recognized diploma, which includes the Advanced Studies, Standard, Modified Standard, Special, and General Achievement diplomas.]

“Homebound instruction” means academic instruction provided to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or a licensed clinical psychologist.

“Locally awarded verified credit” means a verified unit of credit awarded by a local school board in accordance with 8 VAC 20-131-110.

“Middle school” means a public school with any grades six through eight.

[“Planning period” means one class period per day or the equivalent unencumbered of any teaching or supervisory duties.]

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["Recess" means a segment of free time exclusive of time provided for meals during the standard school day in which students are given a break from instruction.]

["Reconstitution" means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied which may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.]

"School" means a publicly funded institution where students are enrolled for all or a majority of the instructional day and:

1. Those students are reported in fall membership at the institution; and
2. At a minimum, the institution meets the pre-accreditation eligibility requirements of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board of Education.

"Secondary school" means a public school with any grades nine through twelve.

"Standard school day" means a [calendar] day that averages at least five and one-half instructional hours for students in grades one through 12, [excluding breaks for meals and

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recess,] and a minimum of three instructional hours for students in kindergarten~~],~~  
excluding breaks for meals and recess].

“Standard school year” means a school year of at least 180 teaching days or a total of at  
least 990 teaching hours per year.

“Standard unit of credit” or “standard credit” means credit awarded for a course in which  
the student successfully completes 140 clock hours of instruction and the requirements of  
the course. Local school boards may develop alternatives to the requirement for 140  
clock hours of instruction as provided for in these regulations at 8 VAC 20-131-110.

“Standards of Learning” (SOL) tests means those criterion referenced assessments  
approved by the Board of Education for use in the Virginia assessment program that  
measure attainment of knowledge and skills required by the Standards of Learning.

“Student” means a person of school age as defined by § 22.1-1 of the Code of Virginia, a  
child with disabilities as defined in § 22.1-213 of the Code of Virginia, and [a] person  
with limited English proficiency in accordance with § 22.1-5 of the Code of Virginia.

[“Student periods” means the number of students a teacher instructs per class period  
multiplied by the number of class periods taught.]

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100

101 “Verified unit of credit” or “verified credit” means credit awarded for a course in which a  
102 student earns a standard unit of credit and achieves a passing score on a corresponding  
103 end-of-course SOL test or an additional test approved by the Board of Education as part  
104 of the Virginia assessment program.

105

106 “Virginia assessment program” means a system used to evaluate student achievement that  
107 includes Standards of Learning tests and additional tests which may be approved from  
108 time to time by the Board of Education.

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Part I

Purpose

8 VAC 20-131-10. Purpose.

The foremost purpose of public education in Virginia is to provide children with a quality education giving them opportunities to meet their fullest potential in life. The standards for the accreditation of public schools in Virginia are designed to ensure that an effective educational program is established and maintained in Virginia's public schools. The mission of the public education system is to educate students in the essential academic knowledge and skills in order that they may be equipped for citizenship, work, and a private life that is informed and free. The accreditation standards:

1. Provide an essential foundation of educational programs of high quality in all schools for all students.
2. Encourage continuous appraisal and improvement of the school program for the purpose of raising student achievement.
3. Foster public confidence.
4. Assure recognition of Virginia's public schools by other institutions of learning.
5. Establish a means of determining the effectiveness of schools.

Section 22.1-253.13:3 B of the Code of Virginia requires the Virginia Board of Education (hereinafter "board") promulgate regulations establishing standards for accreditation.

The statutory authority for these regulations is delineated in §22.1-19 of the Code of Virginia, which includes the requirement that the board shall provide for the accreditation

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130 of public elementary, middle and secondary schools in accordance with regulations

131 prescribed by it.

132 These regulations govern public schools operated by local school boards providing

133 instruction to students as defined in 8 VAC 20-131-05. Other schools licensed under

134 other state statutes are exempt from these requirements.

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135 Part II

136 Philosophy, Goals, and Objectives

137 8 VAC 20-131-20. Philosophy, goals, and objectives.

138 A. Each school shall have a current philosophy, goals, and objectives that shall serve as  
139 the basis for all policies and practices and shall be developed using the following criteria:

140 1. The philosophy, goals, and objectives shall be developed with the advice of  
141 professional and lay people who represent the various populations served by the school  
142 and in consideration of the needs of the community and shall serve as a basis for the  
143 creation and review of the biennial school plan.

144 2. The school's philosophy, goals and objectives shall be consistent with the Standards of  
145 Quality.

146 3. The goals and objectives shall (i) be written in plain language so as to be  
147 understandable to noneducators, including parents; (ii) to the extent possible, be stated in  
148 measurable terms; and (iii) consist primarily of measurable objectives to raise student and  
149 school achievement in the core academic areas of the Standards of Learning (SOL), to  
150 improve student and staff attendance, to reduce student drop-out rates, to increase  
151 graduation rates, and to increase the quality of instruction through professional staff  
152 development and licensure.

153 4. The school staff and community representatives shall review annually the extent to  
154 which the school has met its prior goals and objectives, analyze the school's student  
155 performance data including data by grade level or academic department as necessary, and

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156 report these outcomes to the division superintendent and the community in accordance  
157 with local school board policy. This report shall be in addition to the school report card  
158 required by 8 VAC 20-131-270 B.

159

160 B. Copies of the school's philosophy, goals and objectives shall be available upon  
161 request.



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Part III

Student Achievement

8 VAC 20-131-30. Student achievement expectations.

A. Each student should learn the relevant grade level/course subject matter before promotion to the next grade. The division superintendent shall certify to the Department of Education that the division's promotion/retention policy does not exclude students from membership in a grade, or participation in a course, in which SOL tests are to be administered. Each school shall have a process, as appropriate, to identify and recommend strategies to address the learning, behavior, communication, or development of individual children who are having difficulty in the educational setting.

B. In kindergarten through eighth grade, where [the administration of Virginia Assessment Program SOL] tests are [administered required by the Board of Education], each student shall be expected to take the SOL tests; students who are accelerated should take the tests for the grade level of the content received in instruction. Schools shall use the [SOL Virginia Assessment Program] test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students. Students promoted to high school from eighth grade should have attained basic mastery of the Standards of Learning in English, history and social science, mathematics, and science and should be prepared for high school work. Students shall not be required to retake the [SOL Virginia Assessment Program] tests unless they are retained in grade and

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183 have not previously passed the related [SOL] tests, ~~or they participate in a remediation~~  
184 ~~recovery program established by the board in English (Reading, Literature, and Research)~~  
185 ~~or mathematics or both.~~

186  
187 C. In kindergarten through grade ~~8~~ 12, students may participate in a remediation recovery  
188 program as established by the board in English (Reading, ~~Literature and Research~~) or  
189 mathematics or both. ~~In grades 9 through 12, the remediation recovery program shall~~  
190 ~~include all retakes of end-of-course SOL mathematics tests only. However, students in~~  
191 ~~the ninth grade who are participants in a remediation recovery program may be retested~~  
192 ~~on the eighth grade English (Reading, Literature and Research) and mathematics SOL~~  
193 ~~tests.~~

194  
195 D. The board recommends that students in kindergarten through grade 8 not be required  
196 to attend summer school or weekend remediation classes solely based on failing a SOL  
197 test in science or history/social science.

198  
199 E. Each student in middle and secondary schools shall take all applicable end-of-course  
200 SOL tests following course instruction. Students who achieve a passing score on an end-  
201 of-course SOL test shall be awarded a verified unit of credit in that course in accordance  
202 with the provisions of 8 VAC 20-131-110 ~~B~~. Students may earn verified units of credit in  
203 any courses for which end-of-course SOL tests are available. Middle and secondary

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schools may consider the student's end-of-course SOL test score in determining the student's final course grade. However, no student who has failed an end-of-course SOL test but passed the related course shall be prevented from taking any other course in a content area and from taking the applicable end-of-course SOL test. The board may approve ~~[other]~~ additional tests to verify student achievement in accordance with guidelines adopted for verified units of credit described in 8 VAC 20-131-110 B.

F. Participation in the Virginia assessment program ~~SOL testing~~ by students with disabilities ~~will~~ shall be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities shall be assessed with appropriate accommodations and alternate assessments where necessary. ~~Beginning with the school year 2000-01, students with disabilities for whom participation in an alternate assessment is prescribed in their IEP shall demonstrate proficiency on that assessment.~~

G. All students identified as limited English proficient (LEP) shall participate in the Virginia assessment program. A school based committee shall convene and make determinations regarding the ~~Participation~~ participation [level] of LEP students in SOL the Virginia assessment program ~~testing by students identified as limited English proficient (LEP) shall be guided by a school-based committee convened to make such determinations.~~ In kindergarten through eighth grade, LEP students may be granted a

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225 one-time exemption from SOL testing in ~~each of the four core areas the~~ core academic  
226 areas of writing, science, and history and social science.

227

228 H. Students identified as foreign exchange students taking courses for credit shall be  
229 required to take the relevant Standards of Learning Virginia assessment program tests.  
230 Foreign exchange students who are auditing courses and who will not receive a standard  
231 unit of credit for such courses shall not be required to take the Standards of Learning tests  
232 for those courses.

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233 ~~8 VAC 20-131-40. Literacy Passport Tests. (Repealed)~~

234 ~~Students who were in the eighth grade or above in the 1998-99 school year shall be~~  
235 ~~required to pass the Literacy Passport Tests in order to receive a Standard or Advanced~~  
236 ~~Studies Diploma from a Virginia public school.~~

237 ~~In order to receive a graded status, such students must pass the Literacy Passport Tests,~~  
238 ~~except for students with disabilities who progress according to the goals of their~~  
239 ~~Individualized Education Program (IEP).~~

240 ~~Students who are not eligible for graded status shall be enrolled in appropriate programs~~  
241 ~~leading to passing of the Literacy Passport Tests and one or more of the following:~~

242 ~~1. High school diploma;~~

243 ~~2. General Educational Development (GED) credential;~~

244 ~~3. Certificate of Program Completion; and~~

245 ~~4. Job entry skills.~~

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246 8 VAC 20-131-50. Requirements for graduation.

247 A. The requirements for a student to earn a diploma [and graduate] from a Virginia high  
248 school shall be those in effect when that student enters the ninth grade for the first time.

249 Students ~~may~~ shall be awarded a diploma ~~or certificate~~ upon graduation from a Virginia  
250 high school.

251 When students below the ninth grade successfully complete courses offered for credit in  
252 grades 9 through 12, credit shall be counted toward meeting the standard units required  
253 for graduation provided the courses ~~meet SOL content requirements or~~ are equivalent in  
254 content and academic rigor as those courses offered at the secondary level. To earn a  
255 verified unit of credit for these courses, students must meet the requirements of 8 VAC  
256 20-131-110 B.

257 The following requirements shall be the only requirements for a diploma, unless a local  
258 school board has prescribed additional requirements ~~which~~ that have been approved by  
259 the ~~board~~ Board of Education. All additional requirements prescribed by local school  
260 boards~~[, and in effect as of June 30, 1997,]~~ ~~are approved to continue those requirements~~  
261 ~~pending further action by the board~~ that have been approved by the Board of Education,  
262 remain in effect until such time as the local school board submits a request to amend or  
263 discontinue them. ~~The requirements for Certificates of Program Completion are~~  
264 ~~developed by local school boards in accordance with the Standards of Quality.~~

265

266 B. Requirements for a Standard Diploma.

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267

268 ~~1. Beginning with the ninth grade class of 1998-99, students shall earn the standard units~~  
269 ~~of credit outlined in subdivision 4 of this subsection.~~

270 ~~2. During a transition period applicable only to the ninth grade classes of 2000-01, 2001-~~  
271 ~~02, and 2002-03, students shall earn the standard units of credit described in subdivision~~  
272 ~~4 of this subsection and the following number of verified units of credit (8VAC 20-131-~~  
273 ~~110):~~

274 ~~a. English—two;~~

275 ~~b. Four additional verified units of credit of the student's own choosing.~~

276 ~~3~~ 1. Beginning with the ~~[ninth-grade ninth-grade]~~ classes of 2003-04 and beyond,  
277 students shall earn the required standard and verified units of credit described in  
278 subdivision ~~4-2~~ 2 of this subsection.

279 ~~4-2.~~ Credits required for graduation with a Standard Diploma.

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Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	3	1
Laboratory Science <sup>2, 6</sup>	3	1
History and Social Sciences <sup>3, 6</sup>	3	1
Health and Physical Education	2	
Fine Arts or <del>Practical Arts</del> <u>Career and Technical Education</u>	1	
Electives <sup>4</sup>	6	
Student Selected Test <sup>5</sup>		1
Total	22	6

FN1 Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. The board may approve additional courses to satisfy this requirement.

FN2 Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. The board may approve additional courses to satisfy this requirement.

FN3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one ~~world history/geography~~ course in either world history or geography or both. ~~Courses which satisfy the world history/geography requirement are: (i) World History, (ii) World Geography, (iii) World History and Geography Part I, (iv) World History and Geography Part II, or (v) a semester course of World History Part I and a semester course of World Geography.~~ The board may approve additional courses to satisfy this requirement.



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FN4 ~~Beginning with the graduating class of 2003, courses~~ Courses to satisfy this requirement shall include  
at least two sequential electives as required by the Standards of Quality.

FN5 A student may utilize additional tests for earning verified credit in computer science, technology,  
career and technical education or other areas as prescribed by the board in 8 VAC 20-131-110-B.

FN6 Students who complete a career and technical [education] program sequence and pass an examination  
or occupational competency assessment in a career and technical education field that confers certification  
or an occupational competency credential from a recognized industry, or trade or professional association  
or acquires a professional license in a career and technical education field from the Commonwealth of  
Virginia may substitute the certification, competency credential, or license for (1) the student selected  
verified credit and (2) either a science or history and social science verified credit when the certification,  
license, or credential confers more than one verified credit. The examination or occupational competency  
assessment must be approved by the Board of Education as an additional test to verify student achievement.

Students completing the requirements for the Standard Diploma may be eligible to  
receive an honor deemed appropriate by the local school board as described in subsection  
I of this section.

C. Requirements for an Advanced Studies Diploma.

~~1. Beginning with the ninth grade class of 1998-99, students shall earn the standard units  
of credit outlined in subdivision 2 of this subsection. Beginning with the ninth grade class  
of 2000-01, students shall earn the standard and verified units of credit outlined in  
subdivision 2 of this subsection.~~

~~2. Credits required for graduation with an Advanced Studies Diploma.~~

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Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	4	2
Laboratory Science <sup>2</sup>	4	2
History and Social Sciences <sup>3</sup>	4	2
Foreign Language <sup>4</sup>	3	
Health and Physical Education	2	
Fine Arts or <u>Practical Arts Career and Technical Education</u>	1	
Electives	2	
Student Selected Test <sup>5</sup>		1
Total	24	9

FN1 Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board may approve additional courses to satisfy this requirement.

FN2 Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board may approve additional courses to satisfy this requirement.

FN3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two world history/geography courses in either world history or geography or both courses. ~~Acceptable courses to satisfy the world history/geography requirements include: (i) World History and World Geography; (ii) World History and Geography Part I, and World History and~~

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~~Geography Part II; or (iii) a semester course of World Geography, a semester course of World History Part I, and a year-long course of World History Part II.~~ The board may approve additional courses to satisfy this requirement.

FN4 Courses completed to satisfy this requirement shall include ~~Three~~ three years of one language or two years of two languages.

FN5 A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the board in 8 VAC 20-131-110.

Students completing the requirements for the Advanced Studies Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection ~~F~~ I of this section.

D. Requirements for the Modified Standard Diploma.

1. Every student shall be expected to pursue a Standard Diploma or Advanced Studies Diploma. The Modified Standard Diploma program is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma program shall be determined by the student's ~~Individual~~ Individualized Education Program (IEP) team ~~and including~~ the student, where appropriate, at any point after the student's eighth grade year.

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[2. The school must secure the informed written consent of the parent/guardian and the student to choose this diploma program after review of the student's academic history and the full disclosure of the student's options.

3. The student who has chosen to pursue a Modified Standard Diploma shall also be allowed to pursue the Standard or Advanced Studies Diploma at any time throughout that student's high school career, and the student must not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma.]

~~4.2. Beginning with the ninth grade class of 2000-01, students~~ Students pursuing the Modified Standard Diploma shall pass literacy and numeracy competency assessments prescribed by the board.

~~5.3.~~ Credits required for graduation with a Modified Standard Diploma.

Discipline Area	Standard Units of Credit Required
English	4
Mathematics <sup>1</sup>	3
Science <sup>2</sup>	2
History and Social Sciences <sup>3</sup>	2
Health and Physical Education	2
Fine Arts or Career and Technical <u>Education</u>	1
Electives <sup>4</sup>	6
Total	20

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360 FN1Courses completed to satisfy this requirement shall include content from among applications of  
361 algebra, geometry, personal finance, and statistics in courses that have been approved by the board.

362 FN2Courses completed shall include content from at least two of the following: applications of earth  
363 science, biology, chemistry, or physics in courses approved by the board.

364 FN3Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia  
365 History and one unit of credit in U.S. and Virginia Government in courses approved by the board.

366 ~~FN4Beginning with the graduating class of 2003, courses~~ Courses to satisfy this requirement shall include  
367 at least two sequential electives in the same manner required for the Standard Diploma.

368  
369 ~~65.~~ The student must meet any additional criteria established by the ~~board~~ Board of  
370 Education.

371  
372 E. In accordance with the requirements of the Standards of Quality, students with  
373 disabilities who complete the requirements of their Individualized Education Program  
374 (IEP) and do not meet the requirements for other diplomas shall be awarded Special  
375 Diplomas.

376  
377 F. In accordance with the requirements of the Standards of Quality, students who  
378 complete prescribed programs of studies defined by the local school board but do not  
379 qualify for Standard, Advanced Studies, Modified Standard, [Special,] or General  
380 Achievement diplomas shall be awarded Certificates of Program Completion. The  
381 requirements for Certificates of Program Completion are developed by local school

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boards in accordance with the Standards of Quality. Students receiving a general  
achievement diploma shall comply with 8 VAC 20-680-10 et seq., *Regulations  
Governing the General Achievement Diploma.*

G. In accordance with the provisions of the compulsory attendance law and 8 VAC 20-  
360-10 et seq., *Regulations Governing General Education Development Certificates*,  
students who do not qualify for diplomas may earn a high school equivalency credential.

H. At a student's request, the local school board shall communicate or otherwise make  
known to institutions of higher education, potential employers, or other applicable third  
parties, in a manner that the local school board deems appropriate, that a student has  
attained the state's academic expectations by earning a Virginia diploma and that the  
value of such a diploma is not affected in any way by the accreditation status of the  
student's school.

I. Awards for exemplary student performance. Students who demonstrate academic  
excellence and/or outstanding achievement may be eligible for one [or more] of the  
following awards:

1. Students who complete the requirements for an Advanced Studies Diploma with an  
average grade of "B" or better, and successfully complete college-level [course work  
coursework] that will earn the student at least 9 transferable college credits in ~~at least one~~

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~~advanced placement course~~ Advanced Placement (AP), international baccalaureate  
International Baccalaureate (IB), or Cambridge, or dual enrollment courses ~~one college-~~  
~~level course for credit, will~~ shall receive the Governor's Seal on the diploma.

2. Students who complete the requirements for a Standard Diploma or Advanced Studies  
Diploma with an average grade of "A" ~~will~~ shall receive a Board of Education Seal on the  
diploma.

3. The Board of Education's Career and Technical Education Seal will be awarded to  
students who earn a Standard or Advanced Studies Diploma and complete a prescribed  
sequence of courses in a career and technical education concentration or specialization  
that they choose and maintain a "B" or better average in those courses; or (i) pass an  
examination or an occupational competency assessment in a career and technical  
education concentration or specialization that confers certification or occupational  
competency credential from a recognized industry, trade or professional association or  
(ii) acquire a professional license in that career and technical education field from the  
Commonwealth of Virginia. [The Board of Education shall approve all professional  
licenses and examinations used to satisfy these requirements.]

4. The Board of Education's Seal of Advanced Mathematics and Technology will be  
awarded to students who earn either a Standard or Advanced Studies Diploma and (i)  
satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units  
of credit including Algebra II; two verified units of credit) with a "B" average or better;  
and (ii) either (a) pass an examination in a career and technical education field that

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confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. [The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.]

5. The Board of Education's Seal for Excellence in Civics Education will be awarded to students who earn either a Standard or Advanced Studies Diploma and: i) complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher; and, ii) have good attendance and no disciplinary infractions as determined by local school board policies and, iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements of iii) include: a) volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; c) participating in JROTC; d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or e) participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.



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56. Students may receive other seals or awards for exceptional academic, career and technical, citizenship, or other exemplary performance in accordance with criteria defined by the local school board.

J. Students completing graduation requirements in a summer school ~~accredited under this chapter~~ program shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two schools.

K. Students who complete ~~advanced placement~~ Advanced Placement courses, college-level courses, or courses required for an International Baccalaureate Diploma shall be deemed to have completed the requirements for graduation under these standards provided they have earned the standard units of credit and earned verified units of credit in accordance with the requirements of subsections B and C of this section.

L. Students shall be counseled annually regarding the opportunities for using additional tests for earning verified credits as provided in accordance with the provisions of 8VAC20-131-110 B, and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit.

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8 VAC 20-131-60. ~~Transfer of credits~~ students.

A. The provisions of this section pertain generally to students who transfer into Virginia high schools. Students transferring in grades K-8 [from Virginia public schools or nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education shall be given recognition for all grade-level work completed. The academic record of students transferring from all other schools] shall be [evaluated to determine appropriate grade placement placed in grade] in accordance with policies adopted by the local school board.

~~A.~~ B. For the purposes of this section, the term "beginning" means within the first 20 hours of instruction per course. The term "during" means after the first 20 hours of instruction per course.

C. Standard or verified units of credit earned by a student in a Virginia public school shall be transferable without limitation regardless of the accreditation status of the Virginia public school in which the credits were earned. Virginia public schools shall accept standard and verified units of credit from other Virginia public schools and state operated programs. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted or the student has been given credit by the previous school attended.

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483

484 ~~B~~ D. A secondary school shall accept credits toward graduation received from ~~[other]~~  
485 ~~accredited secondary~~ [Virginia nonpublic] schools ~~[accredited by any of the accrediting~~  
486 ~~agencies recognized by the U.S. Department of Education,], including [and schools]~~  
487 ~~accredited through~~ by one of the [approved accrediting] constituent members of the  
488 Virginia Council for Private Education (VCPE). The ~~board~~ Board of Education will  
489 maintain contact with the VCPE ~~to~~ and may periodically review its accrediting  
490 procedures and policies ~~on a periodic basis~~ as part of its policies under this section.

491

492 [Nothing in these standards shall prohibit a public school from accepting standard units  
493 of credit toward graduation awarded to students who transfer from all other schools when  
494 the courses for which the student receives credit generally match the description of or can  
495 be substituted for courses for which the receiving school gives standard credit, and the  
496 school from which the child transfers certifies that the courses for which credit is given  
497 meet the requirements of 8 VAC 20-131-110 A.]

498

499 Students transferring into a Virginia public school shall be required to meet the  
500 requirements prescribed in 8 VAC 20-131-50 to receive a Standard, Advanced Studies, or  
501 Modified Standard Diploma, except as provided by subsection ~~F~~ G of this section. To  
502 receive a Special Diploma or Certificate of Program Completion, a student must meet the  
503 requirements prescribed by the Standards of Quality. ~~[Students who transfer from~~

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504 ~~schools accredited by other non-recognized agencies shall have their records evaluated by~~  
505 ~~the receiving school in accordance with 8 VAC 20-131-60 F.]~~

506

507 ~~C. Standard or verified units of credit earned by a student in a Virginia public school~~  
508 ~~shall be transferable without limitation regardless of the accreditation status of the~~  
509 ~~Virginia public school in which the credits were earned.~~

510

511 ~~D.E. Records of transferred students~~ The academic record of a student transferring from  
512 other Virginia public schools shall be sent directly to the school receiving the student  
513 upon request of the receiving school in accordance with the provisions of the  
514 8 VAC 20-150-10 et seq., Management of the Student's Scholastic Records in Virginia.

515

516 ~~E.F.~~ The academic record of a student transferring into Virginia public schools from  
517 other than a Virginia public school, shall be evaluated to determine the number of  
518 standard units of credit that have been earned, including credit from schools outside the  
519 United States, and the number of verified units of credit needed to graduate in accordance  
520 with subsection F G of this section. Virginia public schools shall accept standard and  
521 verified units of credit from other Virginia public schools and state-operated programs.  
522 Standard units of credit also shall be accepted for courses satisfactorily completed in  
523 accredited colleges and universities when ~~prior written approval of the principal has been~~  
524 ~~granted~~ or the student has been given credit by the previous school attended.

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525

526 Students transferring above the tenth grade from schools or other education programs that  
527 do not require or give credit for health and physical education shall not be required to  
528 take these courses to meet graduation requirements.

529

530 ~~FG.~~ Students entering a Virginia public high school for the first time after the tenth grade  
531 shall ~~be encouraged to~~ earn as many credits as possible toward the graduation  
532 requirements prescribed in 8 VAC 20-131-50. However, schools may substitute courses  
533 required in other states in the same content area if the student is unable to meet the  
534 specific content requirements of 8 VAC 20-131-50 without taking a heavier than normal  
535 course load in any semester, by taking summer school, or by taking courses after the time  
536 when he otherwise would have graduated. In any event, no such student shall earn fewer  
537 than the following number of verified units, nor shall such students be required to take  
538 SOL tests or additional tests as defined in 8 VAC 20-131-110 ~~B~~ for verified units of  
539 credit in courses previously completed at another school or program of study, unless  
540 necessary to meet the requirements listed in subdivisions 1 and 2 of this subsection:

541 1. For a Standard Diploma:

542 a. Students entering a Virginia high school for the first time during the ninth grade or at  
543 the beginning of the tenth grade shall earn credit as prescribed in 8 VAC 20-131-50;

544 b. Students entering a Virginia high school for the first time during the tenth grade or at  
545 the beginning of the eleventh grade shall earn a minimum of four verified units of credit:

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one each in English, mathematics, history, and science~~[. Students who complete a career~~  
~~and technical education program sequence may substitute a certificate, occupational~~  
~~competency credential or license for either a science or history and social science verified~~  
~~credit pursuant to 8 VAC 20-131-50;]~~~~except that during the transition period 2000-01~~  
~~through 2002-03, students shall earn one in English and three of the student's own~~  
~~choosing; and~~

c. Students entering a Virginia high school for the first time during the eleventh grade or  
at the beginning of the twelfth grade shall earn a minimum of two verified units of credit:  
one in English and one of the student's own choosing.

2. For an Advanced Studies Diploma:

a. Students entering a Virginia high school for the first time during the ninth grade or at  
the beginning of the tenth grade shall earn credit as prescribed in 8 VAC 20-131-50;

b. Students entering a Virginia high school for the first time during the tenth grade or at  
the beginning of the eleventh grade shall earn a minimum of six verified units of credit:

two in English and one each in mathematics, history, and science and one of the student's  
own choosing; and

c. Students entering a Virginia high school for the first time during the eleventh grade or  
at the beginning of the twelfth grade shall earn a minimum of four verified units of credit:  
one in English and three of the student's own choosing.

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~~G~~H. Students entering a Virginia high school for the first time after the first semester of their eleventh grade year must meet the requirements of subdivision ~~F~~ G1 c or ~~F~~ G 2 c of this section. Students transferring after 20 instructional hours per course of their senior or twelfth grade year shall be given every opportunity to earn a Standard, Advanced Studies, or Modified Standard Diploma. If it is not possible for the student to meet the requirements for a diploma, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified unit of credit requirements may be available to the student. The Department of Education may grant such waivers upon request by the local school board in accordance with guidelines prescribed by the ~~board~~ Board of Education.

~~H~~I. Any local school division receiving approval to increase its course credit requirements for a diploma may not deny either the Standard, Advanced Studies, or Modified Standard Diploma to any transfer student who has otherwise met the requirements contained in these standards if the transfer student can only meet the division's additional requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated.

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585    ~~I~~ J. The transcript of a student who graduates or transfers from a Virginia secondary  
586    school shall conform to the requirements of 8 VAC 20-160-10 et seq., *Regulations*  
587    *Governing Secondary School Transcripts*.  
588  
589    ~~I~~ K. The accreditation status of a high school shall not be included on the student  
590    transcript provided to colleges, universities, or employers. The board expressly states that  
591    any student who has met the graduation requirements established in 8 VAC 20-131-50  
592    and has received a Virginia diploma holds a diploma that should be recognized as equal  
593    to any other Virginia diploma of the same type, regardless of the accreditation status of  
594    the student's high school. It is the express policy of the board that no student shall be  
595    affected by the accreditation status of the student's school. The board shall take  
596    appropriate action, from time to time, to ensure that no student is affected by the  
597    accreditation status of the student's school.



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598 Part IV

599 School Instructional Program

600 8 VAC 20-131-70. Program of instruction and learning objectives.

601 A. Each school shall provide a program of instruction that promotes individual student  
602 academic achievement in the essential academic disciplines and shall provide additional  
603 instructional opportunities that meet the abilities, interests, and educational needs of  
604 students. Each school shall establish learning objectives to be achieved by students at  
605 successive grade levels that meet or exceed the knowledge and skills contained in the  
606 Standards of Learning for English, mathematics, science, and history/social science  
607 adopted by the board and shall continually assess the progress of each student in relation  
608 to the objectives.

609

610 B. Instruction shall be designed to accommodate all students, including those identified  
611 with disabilities in accordance with the Individuals with Disabilities Education Act or  
612 § 504 of the Rehabilitation Act, as amended, those identified as gifted/talented, and those  
613 who have limited English proficiency. Each school shall provide students identified as  
614 gifted/talented with instructional programs taught by teachers with special training or  
615 experience in working with gifted/talented students. Students with disabilities shall have  
616 the opportunity to receive a full continuum of education services, in accordance with  
617 8 VAC 20-~~180~~ 80-10 et seq., *Regulations Governing Special Education Programs for*  
618 *Children with Disabilities in Virginia* and other pertinent federal and state regulations.

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619 8 VAC 20-131-80. Instructional program in elementary schools.

620 A. The elementary school shall provide each student a program of instruction which  
621 corresponds to the Standards of Learning for English, mathematics, science, and  
622 history/social science. In addition, each school shall provide instruction in art, music, and  
623 physical education and health; and shall ~~provide~~ require students ~~with a daily recess~~  
624 ~~during the regular school year as determined appropriate by the school~~ to participate in a  
625 program of physical fitness during the regular school year in accordance with guidelines  
626 established by the Board of Education.

627

628 B. In kindergarten through grade 3, reading, writing, spelling, and mathematics shall be  
629 the focus of the instructional program. Schools shall maintain, in a manner prescribed by  
630 the ~~[board~~ Board of Education], an early skills and knowledge achievement record in  
631 reading and ~~[math~~ mathematics] for each student in grades kindergarten through grade 3  
632 to monitor student progress and to promote successful achievement on the third grade  
633 SOL tests. This record shall be included with the student's records if the student transfers  
634 to a new school.

635

636 C. To provide students with sufficient opportunity to learn, a minimum of ~~[75%~~ 75  
637 percent] of the annual instructional time of 990 hours shall be given to instruction in the  
638 disciplines of English, mathematics, science, and history/social science. Students who are  
639 not successfully progressing in early reading proficiency or who are unable to read with

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640 comprehension the materials ~~necessary~~ used for instruction shall receive additional  
641 instructional time in reading, which may include summer school.

642

643 [D. Elementary schools are encouraged to provide instruction in foreign languages.]

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644 8 VAC 20-131-90. Instructional program in middle schools.

645 A. The middle school shall provide each student a program of instruction which  
646 corresponds to the Standards of Learning for English, mathematics, science, and  
647 history/social science. In addition, each school shall provide instruction in art, music,  
648 foreign language, physical education and health, and career and technical exploration,  
649 and shall require students to participate in a program of physical fitness during the regular  
650 school year in accordance with guidelines established by the Board of Education.

651

652 B. The middle school shall provide a minimum of eight courses to students in the eighth  
653 grade. English, mathematics, science, and history/social science shall be required. Four  
654 elective courses shall be available: level one of a foreign language, one in health and  
655 physical education, one in fine arts, and one in career and technical exploration.

656

657 C. Level one of a foreign language and an Algebra I course shall be available to all eighth  
658 grade students. For any high school credit-bearing course taken in middle school, parents  
659 may request that grades be omitted from the student's transcript and the student not earn  
660 high school credit for the course in accordance with policies adopted by the local school  
661 board. Notice of this provision must be provided to parents with a deadline and format for  
662 making such a request. Nothing in ~~this chapter~~ these regulations shall be construed to  
663 prevent a middle school from offering any other credit-bearing courses for graduation.

664

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665 D. To provide students a sufficient opportunity to learn, each student shall be provided  
666 140 clock hours per year of instruction in each of the four disciplines of English, [~~math~~,  
667 mathematics,] science, and history/social science. Sixth grade students may receive an  
668 alternative schedule of instruction provided each student receives at least 560 total clock  
669 hours of instruction in the four academic disciplines.

670

671 E. Each school shall ensure that students who are unable to read with comprehension the  
672 materials used for instruction receive additional instruction in reading, which may include  
673 summer school.

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674 8 VAC 20-131-100. Instructional program in secondary schools.

675 A. The secondary school shall provide each student a program of instruction in the  
676 academic areas of English, mathematics, science, and history/social science that enables  
677 each student to meet the graduation requirements described in 8 VAC 20-131-50 and  
678 shall offer opportunities for students to pursue a program of studies in ~~academies~~ foreign  
679 languages, fine arts, and career and technical areas including:

- 680 1. Career and technical education choices that prepare the student as a career and  
681 technical education program completer in one of three or more occupational areas and  
682 that prepare the student for technical or preprofessional postsecondary programs;
- 683 2. [~~Course work~~ Coursework] and experiences that prepare the student for college-level  
684 studies including access to at least ~~two~~ three ~~advanced placement~~ Advanced Placement  
685 [AP] courses, ~~or two~~ college-level courses for degree credit, International Baccalaureate  
686 [IB] courses, Cambridge courses, or any combination thereof;
- 687 3. Preparation for college admissions tests; and
- 688 4. Opportunities to study and explore the fine arts and foreign languages.

689

690 B. Minimum course offerings for each secondary school shall provide opportunities for  
691 students to meet the graduation requirements stated in 8 VAC 20-131-50 and must  
692 include:

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693

English	4
Mathematics	4
Science (Laboratory)	4
History and Social Sciences	4
Foreign Language	3
Electives	4
Career and Technical Education	11
Fine Arts	2
Health and Physical Education	2
Total Units	38

694

695 C. Classroom driver education may count for 36 class periods of health education.

696 Students shall not be removed from classes other than health and physical education for

697 the in-car phase of driver education.

698

699 D. Each school shall ensure that students who are unable to read with comprehension the700 materials used for instruction receive additional instruction in reading, which may include701 summer school.

REGULATIONS ESTABLISHING STANDARDS FOR  
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702 8 VAC 20-131-110. Standard and verified units of credit.

703 A. The standard unit of credit for graduation shall be based on a minimum of 140 clock  
704 hours of instruction and successful completion of the requirements of the course. When  
705 credit is awarded in less than whole units, the increment awarded must be no greater than  
706 the fractional part of the 140 hours of instruction provided. If a school division elects to  
707 award credit ~~in a noncore academic course~~ on a basis other than the 140 clock hours of  
708 instruction required for a standard unit of credit defined in this subsection, the local  
709 school division shall develop a written policy approved by the superintendent and school  
710 board which ensures:

711 1. That the content of the course for which credit is awarded is comparable to 140 clock  
712 hours of instruction; and

713 2. That upon completion, the student will have met the aims and objectives of the course.  
714

715 B. A verified unit of credit for graduation shall be based on a minimum of 140 clock  
716 hours of instruction, successful completion of the requirements of the course, and the  
717 achievement by the student of a passing score on the end-of-course SOL test for that  
718 course or additional tests as described in this subsection. A student may also earn a  
719 verified unit of credit by the following methods:

720 1. In accordance with the provisions of the Standards of Quality, students may earn a  
721 standard and verified unit of credit for any elective course in which the core academic  
722 SOL course content has been integrated and the student passes the related end-of-course



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723 SOL test. Such course and test combinations must be approved by the ~~board~~ Board of  
724 Education.

725 2. Upon the recommendation of the division superintendent and demonstration of  
726 mastery of course content and objectives, qualified students may receive a standard unit  
727 of credit and be permitted to sit for the relevant SOL test to earn a verified credit without  
728 having to meet the 140-clock-hour requirement.

729 3. [Beginning with the ninth grade class of 2003-2004 and beyond ~~Students~~ students]  
730 who do not pass Standards of Learning tests in science or history and social science may  
731 [be receive locally] awarded verified credits [by from] the local school board in  
732 accordance with criteria established in guidelines adopted by the Board of Education.

733

734 C. The ~~board~~ Board of Education may from time to time approve additional tests for the  
735 purpose of awarding verified credit. Such additional tests, which enable students to earn  
736 verified units of credit, must, at a minimum, meet the following criteria:

737 1. The test must be standardized and graded independently of the school or school  
738 division in which the test is given;

739 2. The test must be knowledge based;

740 3. The test must be administered on a multistate or international basis, or administered as  
741 part of another state's accountability assessment program; and

742 4. To be counted in a specific academic area, the test must measure content that

743 incorporates or exceeds the SOL content in the course for which verified credit is given.

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744

745 The ~~board~~ Board of Education will set the score that must be achieved to earn a verified  
746 unit of credit on the additional test options.

747

748 D. With such funds as are appropriated by the General Assembly, the ~~board~~ Board of  
749 Education will provide opportunities for students who meet criteria adopted by the board  
750 to have an expedited retake of ~~an end-of-course~~ a SOL test to earn verified credit or to  
751 meet literacy and numeracy requirements for the Modified Standard Diploma.

752

753 ~~C. A school employing a scheduling configuration of less than 140 clock hours per core~~  
754 ~~academic course may retain that scheduling configuration through the end of the 2000-01~~  
755 ~~school year unless a waiver is granted by the board under the provisions of 8VAC20-131-~~  
756 ~~325-B or 8VAC20-131-330. If the school does not comply following the end of the 2000-~~  
757 ~~01 school year, the board may take appropriate action which may include, but not be~~  
758 ~~limited to, adjustment or withdrawal of the school's accreditation.~~

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759 8 VAC 20-131-120. Summer school.

760 A. The courses offered and the quality of instruction in the summer school program shall  
761 be comparable to that offered during the regular school term. At the middle and  
762 secondary school levels, credit for courses taken for credit toward graduation other than a  
763 repeat course shall be awarded in accordance with the requirements of 8 VAC 20-131-  
764 110. Students must also meet the requirements for SOL testing if appropriate.

765

766 B. At the middle and secondary school levels, credit for repeat courses ordinarily will be  
767 granted on the same basis as that for new courses; however, with prior approval of the  
768 principal, students may be allowed to enroll in repeat courses to be completed in no less  
769 than 70 clock hours of instruction per unit of credit. Students must also meet the  
770 requirements for SOL testing if appropriate.

771

772 C. Summer school instruction at any level, which is provided as part of a state-funded  
773 remedial program, shall be designed to improve specific identified student deficiencies.  
774 Such programs shall be conducted in accordance with regulations adopted by the board.

REGULATIONS ESTABLISHING STANDARDS FOR  
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- 775 8 VAC 20-131-130. Elective courses.
- 776 Locally developed elective courses offered for credit toward high school graduation shall
- 777 be approved by the division superintendent and local school board.

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8 VAC 20-131-140. College preparation programs and opportunities for postsecondary credit.

Each middle and secondary school shall provide for the early identification and enrollment of students in a college preparation program with a range of educational and academic experiences in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to attend college.

Beginning in the middle school years, students shall be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation. Such opportunities shall include access to at least three Advanced Placement courses or three college-level courses for degree credit pursuant to 8 VAC 20-131-100. Students taking advantage of such opportunities shall not be denied participation in school activities for which they are otherwise eligible. Wherever possible, students shall be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

1. Written approval of the high school principal prior to participation in dual enrollment must be obtained;
2. The college must accept the student for admission to the course or courses; and

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798 3. The course or courses must be given by the college for degree credits (no remedial  
799 courses will be accepted).

800

801 Schools that comply with this standard shall not be penalized in receiving state  
802 appropriations.

REGULATIONS ESTABLISHING STANDARDS FOR  
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- 803 8 VAC 20-131-150. Standard school year and school day.
- 804 A. The standard school year shall be 180 [instructional] days. The standard school day for
- 805 students in grades 1 through 12 shall average at least 5-1/2 [instructional] hours,
- 806 excluding breaks for meals and recess, and a minimum of three hours for kindergarten.
- 807 ~~School divisions may develop alternative schedules for meeting these requirements as~~
- 808 ~~long as a minimum of 990 hours of instructional time is provided for grades 1 through 12~~
- 809 ~~and 540 hours for kindergarten. Such alternative plans must be approved by the local~~
- 810 ~~school board and by the board under guidelines established by the board. No alternative~~
- 811 ~~plan which reduces the instructional time in the core academics shall be approved.~~
- 812
- 813 B. All students in grades 1 through 12 shall maintain a full day schedule of classes (5-1/2
- 814 hours), unless a waiver is granted in accordance with policies defined by the local school
- 815 board.

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816 8 VAC 20-131-160. ~~Additional reading instruction.~~ (Repealed)

817 ~~Each school shall ensure that students who are unable to read with comprehension the~~

818 ~~materials necessary for instruction receive additional instruction in reading, which may~~

819 ~~include summer school.~~



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820 8 VAC 20-131-170. Family Life Education.

821 Each school may implement the Standards of Learning for the Family Life Education

822 program promulgated by the ~~board~~ Board of Education or a Family Life Education

823 program consistent with the guidelines developed by the board, which shall have the

824 goals of reducing the incidence of pregnancy and sexually-transmitted diseases and

825 substance abuse among teenagers.

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826 8 VAC 20-131-180. Off-site instruction.

827 A. Homebound instruction shall be made available to students who are confined at home  
828 or in a health care facility for periods that would prevent normal school attendance based  
829 upon certification of need by a licensed physician or licensed clinical psychologist. For  
830 students eligible for special education or related services, the Individualized Education  
831 Program committee must revise the IEP, as appropriate. Credit for the work shall be  
832 awarded when it is done under the supervision of a licensed teacher, a person eligible to  
833 hold a Virginia license, or other appropriately licensed professional employed by the  
834 local school board, and there is evidence that the ~~meets the~~ instructional time  
835 requirements or alternative means of awarding credit adopted by the local school board of  
836 in accordance with the provisions of 8 VAC 20-131-110 have been met.

837

838 B. Students may enroll in and receive a standard and verified unit of credit for supervised  
839 correspondence courses with prior approval of the principal. Standard units of credit shall  
840 be awarded for the successful completion of such courses when the course is equivalent  
841 to that offered in the regular school program and the work is done under the supervision  
842 of a licensed teacher, or a person eligible to hold a Virginia license, approved by the local  
843 school board. Verified units of credit may be earned when the student has passed the SOL  
844 test associated with the correspondence course completed. The local school board shall  
845 develop policies governing this method of instruction in accordance with the provisions

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846 of 8 VAC 20-131-110 and the administration of required SOL tests prescribed by 8 VAC  
847 20-131-30.

848

849 C. Schools are encouraged to pursue alternative means to deliver instruction to  
850 accommodate student needs through emerging technologies and other similar means.  
851 Standard units of credit shall be awarded for successful completion of such courses when  
852 the course is equivalent to that offered in the regular school program and the work is done  
853 under the supervision of a licensed teacher, or a person eligible to hold a Virginia  
854 teaching license and approved by the local school board. Verified units of credit may be  
855 earned when the student has successfully completed the requirements and passed the SOL  
856 test associated with the course. The local school board shall develop policies governing  
857 this method of delivery of instruction that shall include the provisions of 8 VAC 20-131-  
858 110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.

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859 8 VAC 20-131-190. Library media, materials and equipment.

860 A. Each school shall maintain an organized library media center as the resource center of  
861 the school and provide a unified program of media services and activities for students and  
862 teachers before, during, and after school. The library media center shall contain hard  
863 copy, electronic technological resources, materials, and equipment that are sufficient to  
864 meet research, inquiry, and reading requirements of the instructional program and general  
865 student interest.

866

867 B. Each school shall provide a variety of materials and equipment to support the  
868 instructional program.

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869 8 VAC 20-131-200. Extracurricular and other school activities, recess.

870 A. School sponsored extracurricular activities shall be under the direct supervision of the

871 staff and shall contribute to the educational objectives of the school. Extracurricular

872 activities must be organized to avoid interrupting the instructional program.

873 Extracurricular activities shall not be permitted to interfere with the student's required

874 instructional activities. Extracurricular activities and eligibility requirements shall be

875 established and approved by the superintendent and the school board.

876

877 B. Competitive sports of a varsity nature (scheduled league games) shall be prohibited as

878 a part of the elementary school program.

879

880 C. Each elementary school shall provide students with a daily recess during the regular

881 school year as determined appropriate by the school.

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882 Part V

883 School and Instructional Leadership

884 8 VAC 20-131-210. Role of the principal.

885 A. The principal is recognized as the instructional leader of the school and is responsible  
886 for effective school management that promotes positive student achievement, a safe and  
887 secure environment in which to teach and learn, and efficient use of resources. As a  
888 matter of policy, the board, through these standards, recognizes the critically important  
889 role of principals to the success of public schools and the students who attend those  
890 schools and recommends that local school boards provide principals with the maximum  
891 authority available under law in all matters affecting the school including, but not limited  
892 to, instruction and personnel, in a manner that allows the principal to be held accountable  
893 in a fair and consistent manner for matters under his direct control.

894

895 B. As the instructional leader, the principal is responsible for ensuring that students are  
896 provided an opportunity to learn and shall:

- 897 1. Protect the academic instructional time from unnecessary interruptions and disruptions  
898 and enable the professional teaching staff to spend the maximum time possible in the  
899 teaching/learning process by keeping to a minimum clerical responsibility and the time  
900 students are out of class;
- 901 2. Ensure that the school division's student code of conduct is enforced and seek to  
902 maintain a safe and secure school environment;

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- 903 3. Analyze the school's test scores annually, by grade and by discipline, to:
- 904 a. Direct and require appropriate prevention, intervention, and/or remediation to those
- 905 students performing below grade level or not passing the SOL tests;
- 906 b. Involve the staff of the school in identifying the types of staff development needed to
- 907 improve student achievement and ensure that the staff participate in those activities; and
- 908 c. Analyze classroom practices and methods for improvement of instruction;
- 909 4. Ensure that students' records are maintained and that criteria used in making placement
- 910 and promotion decisions, as well as any instructional interventions used to improve the
- 911 student's performance, are included in the record;
- 912 5. Monitor and evaluate the quality of instruction, provide staff development, provide
- 913 support that is designed to improve instruction, and seek to ensure the successful
- 914 attainment of the knowledge and skills required for students by the SOL tests; ~~and~~
- 915 6. Maintain records of students who drop out of school, including their reasons for
- 916 dropping out and actions taken to prevent these students from dropping out[- ; and]
- 917 7. Notify the parents of rising ~~eleventh~~ eleventh-grade and ~~twelfth-grade~~ twelfth-grade
- 918 students of:
- 919 a. the number of standard and verified units of credit required for graduation; and
- 920 b. the remaining number of such units of credit the individual student requires for
- 921 graduation.
- 922
- 923 C. As the school manager, the principal shall:

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924

- 925 1. Work with staff to create an atmosphere of mutual respect and courtesy and to  
926 facilitate constructive communication by establishing and maintaining a current  
927 handbook of personnel policies and procedures;
- 928 2. Work with the community to involve parents and citizens in the educational program  
929 and facilitate communication with parents by maintaining and disseminating a current  
930 student handbook of policies and procedures that includes the school division's standards  
931 of student conduct and procedures for enforcement, along with other matters of interest to  
932 parents and students;
- 933 3. Maintain a current record of licensure, endorsement, and in-service training completed  
934 by staff; and
- 935 4. Maintain records of receipts and disbursements of all funds handled. These records  
936 shall be audited annually by a professional accountant approved by the local school  
937 board.



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- 938 8 VAC 20-131-220. Role of professional teaching staff.
- 939 The professional teaching staff shall be responsible for providing instruction that is
- 940 educationally sound in an atmosphere of mutual respect and courtesy, which is conducive
- 941 to learning, and in which all students are expected to achieve the objectives of the
- 942 Standards of Learning for the appropriate grade level or course. The staff shall:
- 943
- 944 1. Serve as role models for effective oral and written communication with special
- 945 attention to the correct use of language and spelling;
- 946 2. Strive to strengthen the basic skills of students in all subjects;
- 947 3. Establish teaching objectives to achieve the following:
- 948 a. Identify what students are expected to learn; and
- 949 b. Inform students of the achievement expected and keep them engaged in learning tasks;
- 950 4. Provide for individual differences of students through the use of differentiated
- 951 instruction, varied materials, and activities suitable to their interests and abilities; and
- 952 5. Assess the progress of students and report promptly and constructively to them and
- 953 their parents.

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- 954 8 VAC 20-131-230. Role of support staff.
- 955 The school's support staff shall work with the principal and professional teaching staff to
- 956 promote student achievement and successful attainment of the school's goals.

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- 957 8 VAC 20-131-240. Administrative and support staff; staffing requirements.
- 958 A. Each school shall have at a minimum the staff as specified in the Standards of Quality
- 959 with proper licenses and endorsements for the positions they hold, ~~including:~~
- 960 ~~1. Principal; elementary: one half time to 299, one full time at 300; middle: one full time;~~
- 961 ~~secondary: one full time.~~
- 962 ~~2. Assistant principal; elementary: one half time at 600, one full time at 900; middle: one~~
- 963 ~~full time each 600; secondary: one full time each 600.~~
- 964 ~~3. Librarian; elementary: part time to 299, one full time at 300; middle: one half time to~~
- 965 ~~299, one full time at 300, two full time at 1,000; secondary: one half time to 299, one~~
- 966 ~~full time at 300, two full time at 1,000.~~
- 967 ~~4. Guidance counselors or reading specialists; elementary: one hour per day per 100, one~~
- 968 ~~full time at 500, one hour per day additional time per 100 or major fraction.~~
- 969 ~~5. Guidance counselor; middle: one period per 80, one full time at 400, one additional~~
- 970 ~~period per 80 or major fraction; secondary: one period per 70, one full time at 350, one~~
- 971 ~~additional period per 70 or major fraction.~~
- 972 ~~6. Clerical; elementary: part time to 299, one full time at 300; middle: one full time and~~
- 973 ~~one additional full time for each 600 beyond 200 and one full time for the library at 750;~~
- 974 ~~secondary: one full time and one additional full time for each 600 beyond 200 and one~~
- 975 ~~full time for the library at 750.~~
- 976

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B. The principal of each middle and secondary school shall be employed on a 12-month basis.

C. Each secondary school with 350 or more students and each middle school with 400 or more students shall employ at least one member of the guidance staff for 11 months.

Guidance counseling shall be provided for students to ensure that a program of studies contributing to the student's academic achievement and meeting the graduation requirements specified in 8 VAC 20-131-50 is being followed. ~~[In addition, the counseling program shall provide for a minimum of 60% of the time of each member of the guidance staff devoted to such counseling of students.]~~

[D. The counseling program for elementary, middle, and secondary schools shall provide a minimum of 60 percent of the time for each member of the guidance staff devoted to counseling of students.]

~~[D. E. The Middle middle] school [teachers classroom teacher's standard load in schools with a seven period day may teach shall be based on teaching no more than 5/6 (five-sixths) of the instructional day with no more than] 150 student periods per day or [30 25] class periods per week[, provided all teachers with more than 25 class periods per week have one period per day or the equivalent unencumbered of any teaching or supervisory duties].~~ [Beginning with the academic year 2008-2009 a middle school classroom

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998 teacher's standard load shall be based on teaching no more than 5/6 (five-sixths) of the  
999 instructional day with no more than 150 student periods per day or 25 class periods per  
1000 week.]

1001

1002 ~~[E. F.]~~ The secondary classroom teacher's standard load shall be [based on teaching no  
1003 more than 5/6 (five-sixths) of the instructional day with] no more than [150 student  
1004 periods per day or] 25 class periods per week. ~~[One class period each day or the~~  
1005 ~~equivalent, unencumbered by supervisory or teaching duties, shall be provided to every~~  
1006 ~~full-time classroom teacher for instructional planning.~~ Teachers of block programs that  
1007 encompass more than one class period with no more than 120 student periods per day  
1008 may teach 30 class periods per week.] Teachers who teach very small classes may teach

1009 30 class periods per week, provided the teaching load does not exceed 75 student periods  
1010 per day. If a classroom teacher teaches 30 class periods per week with more than 75  
1011 student periods per day, an appropriate contractual arrangement and compensation shall  
1012 be provided.

1013

1014 ~~[F. G.]~~ Middle or secondary school teachers shall teach no more than 750 student periods  
1015 per week; however, physical education and music teachers may teach 1,000 student  
1016 periods per week.

1017

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1018 ~~[H. Notwithstanding the provisions of subsections E, F, and G each~~ Each full-time middle  
1019 and secondary classroom teacher shall be provided one planning period per day or the  
1020 equivalent, unencumbered of any teaching or supervisory duties.]

1021

1022 ~~G. Each school shall report the extent to which an unencumbered lunch is provided for all~~  
1023 ~~classroom teachers.~~

1024

1025 ~~H-[G. I.]~~ Staff-student ratios in special and career and technical education classrooms  
1026 shall comply with regulations of the ~~[board~~ Board of Education].

1027

1028 ~~I-[H. J.] Pupil~~ Student services personnel services, including visiting teachers, school  
1029 ~~social workers, school psychologists, and guidance counselors, as defined in the~~  
1030 Standards of Quality shall be available as necessary to promote academic achievement  
1031 and to provide support services to the school.

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1032 8 VAC 20-131-250. [Repealed]

1033 Part VI

1034 School Facilities and Safety

1035 8 VAC 20-131-260. School facilities and safety.

1036 A. Each school shall be maintained in a manner ensuring compliance with the Virginia  
1037 Uniform Statewide Building Code (13 VAC 5-61-10 et seq.) ~~and regulations of the board~~  
1038 ~~pertaining to facilities~~. In addition, the school administration shall:

1039 1. Maintain a physical plant that is accessible, barrier free, safe, and clean;

1040 2. Provide for the proper outdoor display of flags of the United States and of the

1041 Commonwealth of Virginia;

1042 3. Provide suitable space for classrooms, administrative staff, pupil personnel services,  
1043 library and media services, and for the needs and safety of physical education; ~~and]~~

1044 4. Provide adequate, safe, and properly-equipped laboratories to meet the needs of  
1045 instruction in the sciences, technology, fine arts, and career and technical programs~~[-;~~  
1046 and]

1047 5. Provide facilities for the adequate and safe administration and storage of student  
1048 medications.

1049

1050 B. Each school shall maintain records of regular safety, health, and fire inspections that  
1051 have been conducted and certified by local health and fire departments. The frequency of  
1052 such inspections shall be determined by the local school board in consultation with the  
1053 local health and fire departments. In addition, the school administration shall:



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- 1054 1. Equip all exit doors with panic hardware as required by the Uniform Statewide  
1055 Building Code (13 VAC 5-61-10 et seq.); and  
1056
- 1057 2. Conduct fire drills at least once a week during the first month of school and at least  
1058 once each month for the remainder of the school term. Evacuation routes for students  
1059 shall be posted in each room. Additionally, at least one simulated lock-down and crisis  
1060 emergency evacuation activity should be conducted early in the school year.  
1061
- 1062 C. Each school shall have contingency plans for emergencies that include staff certified  
1063 in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first  
1064 aid. In addition, the school administration shall ensure that the school has:
- 1065 1. Written procedures to follow in emergencies such as fire, injury, illness, allergic  
1066 reactions, and violent or threatening behavior. The plan shall be outlined in the student  
1067 handbook and discussed with staff and students during the first week of each school year;  
1068 2. Space for the proper care of students who become ill; ~~and~~
- 1069 3. A written procedure, in accordance with guidelines established by the local school  
1070 board, for responding to violent, disruptive or illegal activities by students on school  
1071 property or during a school sponsored activity: and
- 1072 4. Written procedures to follow for the safe evacuation of persons with special physical,  
1073 medical, or language needs who may need assistance to exit a facility.

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1074 Part VII

1075 School and Community Communications

1076 8 VAC 20-131-270. School and community communications.

1077 A. Each school shall promote communication and foster mutual understanding with  
1078 parents and the community. Each school shall:

1079 1. Involve parents, citizens, community agencies, and representatives from business and  
1080 industry in developing, disseminating, and explaining the biennial school plan; on  
1081 advisory committees; in curriculum studies; and in evaluating the educational program.

1082 2. Provide annually to the parents and the community the School Performance Report  
1083 Card in a manner prescribed by the board. The information contained therein will be for  
1084 the most recent three-year period. Such information shall include but not be limited to:

1085 a. ~~SOL test scores and scores on the literacy and numeracy tests required for the Modified~~  
1086 ~~Standard Diploma for the school, school division, and state.~~ Virginia assessment  
1087 program results including the

1088 ~~b. Percentage~~ percentage of students tested, as well as the percentage of students not  
1089 tested, ~~to include a breakout of students with disabilities and limited English proficient~~  
1090 ~~students.~~

1091 ~~c. Percentage of students who are otherwise eligible, but do not take, the SOL tests due to~~  
1092 ~~enrollment in an alternative, or any other program not leading to a Standard, Advanced~~  
1093 ~~Studies, Modified Standard, or International Baccalaureate Diploma.~~

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- 1094 ~~d-b.~~ Performance of ~~students with disabilities or students with limited English~~  
1095 ~~proficiency~~ student subgroups on ~~SOL tests and alternate assessments~~ the Virginia  
1096 assessment program as appropriate.
- 1097 ~~e-c.~~ The accreditation rating awarded to the school.
- 1098 ~~f-d.~~ Attendance rates for students.
- 1099 ~~g-e.~~ Information related to school safety to include, but not limited to, incidents of  
1100 physical violence (including fighting and other serious offenses), possession of firearms,  
1101 and possession of other weapons.
- 1102 ~~h-f.~~ Information related to qualifications and experience of the teaching staff including  
1103 the percentage of the school's teachers endorsed in the area of their primary teaching  
1104 assignment.
- 1105 ~~i-g.~~ In addition, secondary schools' School Performance Report Cards shall include the  
1106 following:
- 1107 (1) Advanced Placement (AP) information to include percentage of students who take AP  
1108 courses and percentage of those students who take AP tests;
- 1109 (2) International Baccalaureate (IB) [~~and Cambridge course~~] information to include  
1110 percentage of students who are enrolled in IB [~~or Cambridge~~] programs and percentage  
1111 of students who receive IB [~~or Cambridge~~] Diplomas;
- 1112 (3) College-level course information to include percentage of students who take college-  
1113 level courses including dual enrollment courses;

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1114 (4) Percentage of (i) [graduates by diploma type as prescribed by the Board of Education  
1115 ~~diplomas]~~, (ii) certificates awarded to the senior class including GED credentials, and (iii)  
1116 students who do not [graduate complete high school;]

1117 ~~(5) Percentage of students in alternative programs that do not lead to a Standard,~~  
1118 ~~Advanced Studies, or Modified Standard Diploma; Information on the number of~~  
1119 students obtaining industry certifications, and passing state licensure examinations and  
1120 occupational competency assessments while still in high school; and

1121 ~~(6) Percentage of students in academic year Governor's Schools; and~~

1122 ~~(7)~~ (6) Percentage of drop-outs.

1123 3. Cooperate with business and industry in formulating career and technical educational  
1124 programs and conducting joint enterprises involving personnel, facilities, training  
1125 programs, and other resources.

1126 4. Encourage and support the establishment and/or continuation of a parent-teacher  
1127 association or other organization and work cooperatively with it.

1128

1129 B. At the beginning of each school year, each school shall provide to its students' parents  
1130 or guardians information on the availability of and source for receiving:

1131 1. The learning objectives developed in accordance with the provisions of 8 VAC 20-  
1132 131-70 to be achieved at their child's grade level or, in high school, a copy of the syllabus  
1133 for each of their child's courses, and a copy of the school division promotion, retention,  
1134 and remediation policies;

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1135 2. ~~A copy of the~~ The Standards of Learning applicable to the child's grade or course  
1136 requirements and the approximate date and potential impact of the child's next SOL  
1137 testing; and

1138 3. An annual notice to students in all grade levels of all requirements for Standard,  
1139 Advanced Studies, and Modified Standard Diplomas, and the board's policies on  
1140 promotion and retention as outlined in 8 VAC 20-131-30.

1141

1142 ~~No later than the end of the first semester of each school year, the~~ The division  
1143 superintendent shall ~~certify~~ report to the department compliance with this subsection  
1144 through the pre-accreditation eligibility procedures in 8 VAC 20-131-290 of these  
1145 regulations.

1146 Part VIII

1147 School Accreditation

1148 8 VAC 20-131-280. Expectations for school accountability.

1149 A. Schools will be accredited annually based on compliance with pre-accreditation

1150 eligibility requirements and achievement of the school accountability requirements of

1151 8 VAC 20-131-300 C.

1152

1153 ~~B. These standards apply to schools for all grade levels, kindergarten through 12, as listed~~

1154 ~~below:~~

1155 ~~1. Schools with grades kindergarten through 5 shall be classified as elementary schools;~~

1156 ~~2. Schools with grades 6 through 8 shall be classified as middle schools;~~

1157 ~~3. Schools with grades 9 through 12 shall be classified as secondary schools.~~

1158 ~~4. Schools with grade configurations other than these shall be classified in accordance~~

1159 ~~with policies and practices of the Department of Education.~~

1160

1161 ~~€~~ B. Each school shall be accredited based, primarily, on achievement of the criteria

1162 established in 8 VAC 20-131-30 as specified below:

1163 ~~1. All students enrolled in a grade or course in which a SOL test is administered shall~~

1164 ~~take each applicable SOL test, unless exempted from participating in all or part of the~~

1165 ~~testing program by one of the following:~~

1166 ~~a. IEP team;~~

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- 1167 ~~b. LEP committee;~~
- 1168 ~~c. Use of additional tests for verified units of credit as outlined in 8 VAC 20-131-110 B;~~
- 1169 ~~or~~
- 1170 ~~d. In accordance with 8 VAC 20-131-30 B.~~
- 1171 ~~2. In a manner prescribed by the board, the evaluation of the performance of schools shall~~
- 1172 ~~take into consideration:~~
- 1173 ~~a. The percentage of eligible students who achieve a passing score on the prescribed SOL~~
- 1174 ~~tests or additional tests used for verified units of credit as outlined in 8 VAC 20-131-110~~
- 1175 ~~B;~~
- 1176 ~~b. The percentage of students who pass the literacy and numeracy tests required for the~~
- 1177 ~~Modified Standard Diploma;~~
- 1178 ~~c. The percentage of those students with disabilities whose IEPs specify their~~
- 1179 ~~participation in alternate assessment who attain a proficient level score (beginning with~~
- 1180 ~~the 2001-02 school year); and~~
- 1181 ~~d. The school's attainment of the provisional accreditation benchmarks as described in~~
- 1182 ~~8 VAC 20-131-320.~~
- 1183 ~~e. The number of students who successfully complete a remediation/recovery program~~
- 1184 ~~and subsequently pass SOL tests in English (Reading, Literature, and Research) and/or~~
- 1185 ~~mathematics during any scheduled administration by the end of the following school~~
- 1186 ~~year.~~

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1187 ~~3-1. The awarding of an accreditation rating shall be based on the percentage of students~~  
1188 ~~passing the Virginia assessment program SOL tests or approved additional tests described~~  
1189 ~~in 8 VAC 20-131-110 B in the four core academic areas administered in the school, or~~  
1190 ~~with the accreditation rating calculated on a trailing three-year average that includes the~~  
1191 ~~current year scores and the scores from the two most recent years in each applicable~~  
1192 ~~academic area, or on the current year's scores, whichever is higher.~~  
1193 2. The number of students who successfully complete a remediation recovery program.  
1194 ~~4. Eligible students shall be defined as the total number of students of school age enrolled~~  
1195 ~~in the school at a grade or course for which a SOL test is required unless excluded under~~  
1196 ~~subsection E of this section and those students with disabilities who participate in the~~  
1197 ~~alternate assessment program.~~  
1198 ~~5. Schools shall be evaluated by the percentage of the school's eligible students who~~  
1199 ~~achieve a passing score on the SOL tests or other additional tests approved by the board~~  
1200 ~~as outlined in 8 VAC 20-131-110 B in the four core academic areas administered in the~~  
1201 ~~school.~~  
1202 6.3. Schools, with grade configurations that do not house a grade or offer courses for  
1203 which SOL tests or [other]-additional tests approved by the board Board of Education as  
1204 outlined in 8 VAC 20-131-110 B are administered, will be paired with another school in  
1205 the division housing one or more of the grades in which SOL tests are administered. The  
1206 pairing of such schools will be made upon the recommendation of the local



superintendent. The schools should have a "feeder" relationship and the grades should be contiguous.

~~D.C.~~ Subject to the provisions of 8 VAC 20-131-330, the governing school board of ~~Special~~ special purpose schools such as those provided for in § 22.1-26 of the Code, ~~regional~~, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

~~E.D.~~ When calculating the passing rates on ~~[SOL Virginia assessment program]~~ tests for the purpose of school ~~[accountability accreditation]~~, the following tolerances for limited English proficient (LEP) and transfer students will apply:

- ~~1. LEP students shall have a one time exemption in each of the four core areas for SOL tests designed to assess SOL content in grades kindergarten through 8.~~
- ~~2. LEP students shall not be exempted from participating in the SOL end-of-course testing.~~

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1228 3-1. The scores of LEP students enrolled in Virginia public schools fewer than 11  
1229 semesters may be removed from the calculation used for the purpose of school  
1230 accreditation required by 8 VAC 20-131-280 ~~C~~ B and 8 VAC 20-131-300 C. Completion  
1231 of a semester shall be based on school membership days. Membership days are defined as  
1232 the days the student is officially enrolled in a Virginia public school, regardless of days  
1233 absent or present. For a semester to count as a completed semester, a student must have  
1234 been in membership for a majority of the membership days of the semester. These  
1235 semesters need not be consecutive.

1236 4-2. In accordance with the provisions of 8 VAC 20-131-30, all students who transfer into  
1237 Virginia public schools are expected to take and pass all applicable SOL tests ~~unless they~~  
1238 ~~have been exempted as defined in subdivision C 1 of this section~~ in the content areas in  
1239 which they receive instruction.

1240 5-3. All students who transfer within a school division shall have their scores counted in  
1241 the calculation of the school's ~~accountability (accreditation)~~ rating. Students who transfer  
1242 into a Virginia school from home instruction, [or from] another Virginia school division,  
1243 another state, or another country, in grades kindergarten through 8 shall be expected to  
1244 take all applicable SOL tests or ~~[other]~~ additional tests approved by the board as outlined  
1245 in 8 VAC 20-131-110 ~~B~~. If the transfer takes place after the 20th instructional day  
1246 following the opening of school, the scores on these tests may be used in calculating  
1247 school ~~accountability (accreditation)~~ ratings.

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1248 ~~6-4.~~ Students who transfer into a Virginia middle or high school from home instruction,  
1249 or from another state or country, and enroll in a course for which there is an end-of-  
1250 course SOL test, shall be expected to take the test or ~~[other]~~-additional tests for that  
1251 course approved by the board as outlined in 8 VAC 20-131-110 ~~B.~~ If the transfer takes  
1252 place after 20 instructional hours per course have elapsed following the opening of school  
1253 or beginning of the semester, if applicable, the scores on those tests may be used in  
1254 calculating school ~~[accountability (accreditation)]~~ ratings in the year the transfer occurs.

1255 ~~7-5.~~ Students who enroll on the first day of school and subsequently transfer to a school  
1256 outside of the division for a total amount of instructional time equal to or exceeding ~~[50%~~  
1257 50 percent] of a current school year or semester, whether the transfer was a singular or  
1258 multiple occurrence, and return during the same school year shall be expected to take any  
1259 applicable SOL test. The scores of those tests may be used in calculating the school  
1260 ~~accountability (accreditation)~~ rating in the year in which the transfers occur.

1261 ~~8. The scores of LEP and transfer students will be used in the calculation of a school's~~  
1262 ~~accountability (accreditation) rating if it will benefit the school.~~

1263 ~~9-6.~~ The board may alter the inclusions and exclusions from the ~~accountability~~  
1264 accreditation calculations by providing adequate notice to local school boards.

1265

1266 E. The Board of Education may ~~enact~~ adopt special provisions related to the  
1267 administration and use of any ~~[SOL Virginia assessment program]~~ test ~~[or tests]~~ in a  
1268 content area as applied to these regulations.

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1269

1270 F. As a prerequisite to the awarding of an accreditation rating as defined in 8 VAC 20-

1271 131-300, each new or existing school shall document, in a manner prescribed by the

1272 board, the following: (i) the division's promotion/retention policies developed in

1273 accordance with the requirements of 8 VAC 20-131-30, (ii) compliance with the

1274 requirements to offer courses that will allow students to complete the graduation

1275 requirements in 8 VAC 20-131-50, (iii) the ability to offer the instructional program

1276 prescribed in 8 VAC 20-131-70 through 8 VAC 20-131-100, (iv) the leadership and

1277 staffing requirements of 8 VAC 20-131-210 through 8 VAC 20-131-240, and (v) the

1278 facilities and safety provisions of 8 VAC 20-131-260. [The division superintendent shall

1279 report to the department compliance with this subsection through the pre-accreditation

1280 eligibility procedures in 8 VAC 20-131-290 of these regulations.]

1281

8 VAC 20-131-290. Procedures for certifying accreditation eligibility.

A. Schools will be accredited under these standards annually based, in part, on compliance with the pre-accreditation [criteria eligibility requirements] described in 8 VAC 20-131-280 F.

B. To be eligible for accreditation, the principal of each school and the division superintendent shall ~~certify~~ report to the Department of Education:

1. The extent to which each school continues to meet standards reported as met in the previous year described in 8 VAC 20-131-280 F.

2. That the SOL have been fully incorporated into the school division's curriculum in all accreditation-eligible schools and the SOL material is being taught to all students eligible to take the SOL tests. This shall be certified ~~in writing to the board no later than July 1 of every year~~, by each school division superintendent as part of the pre-accreditation eligibility determination process.

3. Actions taken to correct any noncompliance issues cited in the previous year.

The principal of each school and the division superintendent shall submit pre-accreditation eligibility reports in a manner prescribed by the board to the Department of Education. Failure to submit the reports on time will constitute grounds for denying accreditation to the school.

[4. Compliance with subsection B of 8 VAC 20-131-270.]

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1303 C. In keeping with provisions of the Standards of Quality, and in conjunction with the  
1304 six-year plan of the division, each school shall prepare and implement a biennial school  
1305 plan which shall be available to students, parents, staff, and the public. Each biennial  
1306 school plan shall be evaluated as part of the development of the next biennial plan.  
1307 Schools may use other plans to satisfy the requirement for the biennial plan with prior  
1308 written approval from the Department of Education.

1309

1310 D. With the approval of the local school board, local schools seeking to implement  
1311 experimental or innovative programs, or both, that are not consistent with these standards  
1312 shall submit a waiver request, on forms provided, to the board for evaluation and  
1313 approval prior to implementation. The request must include the following:

- 1314 1. Purpose and objectives of the experimental/innovative programs;  
1315 2. Description and duration of the programs;  
1316 3. Anticipated outcomes;  
1317 4. Number of students affected;  
1318 5. Evaluation procedures; and  
1319 6. Mechanisms for measuring goals, objectives, and student academic achievement.

1320

1321 Except as specified below, the board may grant, for a period up to five years, a waiver of  
1322 these regulations that are not mandated by state or federal law or designed to promote  
1323 health or safety. The board may grant all or a portion of the request. Waivers of

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1324 requirements in 8 VAC 20-131-30, 8 VAC 20-131-50, 8 VAC 20-131-70, and 8 VAC 20-  
1325 131-280 through 8 VAC 20-131-340 shall not be granted, and no waiver may be  
1326 approved for a program which would violate the provisions of the Standards of Quality.

- 1327 8 VAC 20-131-300. Application of the standards.
- 1328 A. Schools that meet the pre-accreditation [eligibility] requirements prescribed in 8 VAC
- 1329 20-131- 280 F shall be assigned one of the following ratings as described in this section:
- 1330 ~~1. Earned During Academic Years Ending in 2000 through 2003:~~
- 1331 ~~a. Fully Accredited;~~
- 1332 ~~b. Provisionally Accredited/Meets State Standards;~~
- 1333 ~~c. Provisionally Accredited/Needs Improvement;~~
- 1334 ~~d. Accredited with Warning in (specified academic area or areas);~~
- 1335 ~~e. Conditionally Accredited.~~
- 1336 ~~2. Earned During Academic Years Ending in 2004 and 2005:~~
- 1337 ~~a. Fully Accredited;~~
- 1338 ~~b. Accredited with Warning in (specified academic area or areas);~~
- 1339 ~~c. Conditionally Accredited.~~
- 1340 ~~3. Earned During Academic Years Ending in 2006 and Beyond:~~
- 1341 ~~a~~ 1. Fully Accredited;
- 1342 ~~b~~ 2. Accredited with Warning in (specified academic area or areas);
- 1343 ~~c~~ 3. Accreditation Denied;
- 1344 ~~d~~ 4. Conditionally Accredited;
- 1345 [~~e~~ 5. Accreditation Withheld/Improving School Near Accreditation (rating shall not to be
- 1346 used awarded after academic year ending in ~~2009~~ 2007, based on tests administered in
- 1347 2005-2006).]



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1348

1349 B. Compliance with the student academic achievement expectations shall be documented  
1350 to the board directly through the reporting of the results of student performance on SOL  
1351 tests and other alternative means of assessing student academic achievement as outlined  
1352 in 8 VAC 20-131-110 B. Compliance with other provisions of these regulations will be  
1353 documented in accordance with procedures prescribed by the **board Board of Education.**

1354

1355 C. Accreditation ratings defined.

1356 [Accreditation ratings awarded in an academic year are based upon Virginia assessment  
1357 program scores from the academic year immediately prior to the year to which the  
1358 accreditation rating applies. Accreditation ratings are defined as follows:]

1359 1. Fully accredited.

1360 [a. With tests administered in the academic year 2005-2006 for the accreditation ratings  
1361 awarded for academic year 2006-2007, a school will be rated Fully Accredited when its  
1362 eligible students meet the pass rate of 70 percent in each of the four core academic areas  
1363 except, the pass rates required shall be 75 percent in third-grade and fifth-grade English  
1364 and 50 percent in third-grade science and history/social science.]

1365 [a. ~~b. For school years 2004-05 through 2008-09 a~~ A With tests administered in the  
1366 academic years 2006-2007 and 2007-2008 for the accreditation ratings awarded for  
1367 academic years 2007-2008 and 2008-2009 respectively, a] school will be rated Fully  
1368 Accredited when its eligible students meet the pass rate of ~~[70%~~ 70 percent] in each of

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1369 the four core academic areas except, ~~effective with ratings earned in the academic year~~  
1370 ~~2003-04 and beyond~~, the pass rates required shall be [~~75%~~ 75 percent] in [~~third~~ third-  
1371 grade] ~~and through~~ [~~fifth-grade~~ fifth-grade] English and [~~50%~~ 50 percent] in [~~third-grade~~  
1372 third-grade] science and history/social science. [~~In schools housing grades kindergarten~~  
1373 ~~through 5, the English and mathematics pass rates for accreditation purposes shall be~~  
1374 ~~calculated for these grades as single rates by combining the scores of all third grade and~~  
1375 ~~through fifth grade SOL tests administered in English and by combining the scores of all~~  
1376 ~~third grade and through fifth grade SOL tests administered in mathematics.]~~  
1377 [~~b. c.~~] ~~During the transition period covering ratings earned during 1999-2000 through~~  
1378 ~~2002-03, in schools housing grades kindergarten through 5, the science and history/social~~  
1379 ~~science pass rates for accreditation purposes shall be calculated by using the fifth grade~~  
1380 ~~scores alone, or by combining the scores of all SOL tests administered in grades 3~~  
1381 ~~through 5 in science and by combining the scores of all SOL tests administered in grades~~  
1382 ~~3 through 5 in history/social science, whichever is higher. If the third grade scores are~~  
1383 ~~combined with the fifth grade scores, the required passing rate shall be 70% for full~~  
1384 ~~accreditation. In schools housing grades kindergarten through 3, the accreditation rating~~  
1385 ~~shall be calculated using the English and mathematics scores only.~~ For schools housing  
1386 grade configurations where multiple pass rates apply, the results of the tests may be  
1387 combined in each of the four core academic areas for the purpose of calculating the  
1388 school's accreditation rating provided the school chooses to meet the higher pass rate.  
1389 [~~e. d.~~] With tests administered [beginning] in the academic year 2009-2010 for the

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1390 accreditation ratings [awarded for in] school year 2010-2011 and beyond a school will be  
1391 rated Fully Accredited when its eligible students meet the pass rate of [75% 75 percent]  
1392 in English and the pass rate of [70% 70 percent] in mathematics, science, and history and  
1393 social science.

1394 [d. e.] For accreditation purposes the pass rate will be calculated as single rates for each  
1395 of the four core academic areas by combining all scores of all tests administered in each  
1396 subject area.

1397

1398 ~~2. Provisionally Accredited/Meets State Standards. For ratings earned during the~~  
1399 ~~academic years 1999-2000 through 2002-03, a school will be rated Provisionally~~  
1400 ~~Accredited/Meets State Standards when it has met the provisional accreditation~~  
1401 ~~benchmarks as defined in accordance with 8 VAC 20-131-320 but has not met the~~  
1402 ~~requirement to be rated Fully Accredited.~~

1403 ~~3. Provisionally Accredited/Needs Improvement. For ratings earned during the academic~~  
1404 ~~years 1999-2000 through 2002-03, a school will be rated Provisionally Accredited/Needs~~  
1405 ~~Improvement when it fails to meet the provisional accreditation benchmarks as defined in~~  
1406 ~~8 VAC 20-131-320 in one or more academic areas.~~

1407 ~~4-2. Accredited with Warning (in specific academic area or areas).~~

1408 ~~a. For ratings earned during academic years ending in 1999-2000 through 2002-03, a~~  
1409 ~~school will be Accredited with Warning (in specific academic area or areas) if its pass-~~

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1410 ~~rate performance on SOL tests is 20 or more percentage points below any of the~~  
1411 ~~provisional accreditation benchmarks set forth in the appendix to these standards.~~  
1412 ~~b. For ratings earned during academic years 2003-04 and 2004-05, a school will be~~  
1413 ~~Accredited with Warning in (specific academic area or areas) if it does not meet the pass-~~  
1414 ~~rate requirements to be Fully Accredited.~~  
1415 ~~e. For ratings earned during academic years 2005-06 and beyond, a~~ A ~~school will be~~  
1416 ~~Accredited with Warning (in specific academic area or areas) if it has achieved~~ failed to  
1417 achieve ~~Fully Accredited status but has failed to meet the requirements to maintain that~~  
1418 ~~status in any one year. Following the academic year 2005-06, such~~ Such ~~a school may~~  
1419 ~~remain in the Accredited with Warning status for no more than three consecutive years.~~  
1420 5.3. Accreditation Denied. ~~Based on a school's academic performance during academic~~  
1421 ~~years ending in 2006 and beyond, a school shall be rated Accreditation Denied if it fails~~  
1422 ~~to meet the requirements to be rated Fully Accredited~~ for the preceding three consecutive  
1423 years or for three consecutive years anytime thereafter, except for schools rated  
1424 ~~Accredited with Warning as set forth in subdivision 4 c of this subsection.~~  
1425 ~~In any school division in which [1/3 one-third] or more of the schools have been rated~~  
1426 ~~Accreditation Denied, the superintendent shall be evaluated by the local school board~~  
1427 ~~with a copy of such evaluation submitted to the board~~ Board of Education ~~no later than~~  
1428 ~~December 1 of each year in which such condition exists.~~ In addition, the Board of  
1429 Education may take action against the local school board as permitted by the Standards of  
1430 Quality due to the failure of the local board to maintain accredited schools.

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[6. Accreditation Withheld/Improving School Near Accreditation. A school that has never met the requirements to be rated Fully Accredited by ~~end of~~ the academic year ending in 2006 and subject to being awarded a rating of Accreditation Denied may apply to the board for this accreditation designation for 2006-2007. To be eligible, the school must meet each of the following criteria:

a. ~~By the~~ With assessments administered in 2005-2006 ~~year ending in 2006~~, at least ~~70%~~ 70 percent of its students must have passed the applicable English SOL tests except at third and fifth grade where the requirement is ~~75%~~ 75 percent.

b. ~~By the~~ With assessments administered in 2005-2006 ~~year ending in 2006~~, a combined pass rate of ~~60%~~ 60 percent of its students must have passed the ~~SOL~~ Virginia Assessment Program tests in the other three core academic areas.

c. In each academic area in which the pass rate is below the rate required to be rated Fully Accredited, the school's pass rate must have increased by at least 25 percentage points as compared to the pass rates on tests taken during the academic year ending in 1999.]

~~To retain this rating, a school must continue to show annual improvement in each academic area in which the pass rate is below the rate required for full accreditation.~~

[This rating ~~will cease to exist~~ shall not be awarded after the 2006-2007 academic year ~~ending in 2009~~.]

7 4. Conditionally Accredited. New schools that are comprised of students from one or more existing schools in the division will be awarded this status for one year pending an evaluation of the school's eligible students' performance on SOL tests or additional tests

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1452 ~~described in 8 VAC 20-131-110-B~~ approved by the Board of Education to be rated Fully  
1453 Accredited. This rating may also be awarded to a school that is being reconstituted in  
1454 accordance with the provisions of 8 VAC 20-131-340 of these regulations upon  
1455 [agreement approval] by the Board of Education. A school awarded this rating under  
1456 those circumstances will revert to a status of Accreditation Denied if it fails to meet the  
1457 requirements to be rated Fully Accredited by the end of the agreed upon term [or if it fails  
1458 to have its annual application for such rating renewed.]

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1459 8 VAC 20-131-310. Action requirements for schools that are accredited with warning [or  
1460 accreditation withheld/improving school near accreditation].

1461 A. With such funds as are appropriated by the General Assembly, the Department of  
1462 Education shall develop a school academic review process and monitoring plan designed  
1463 to assist schools rated as Accredited with Warning. All procedures and operations for the  
1464 academic review process shall be approved and adopted by the board.

1465

1466 [Schools rated Accredited with Warning or Accreditation Withheld/Improving School  
1467 Near Accreditation] must undergo an academic review in accordance with guidelines  
1468 adopted by the board and prepare a school improvement plan as required by 8 VAC 20-  
1469 131-310 F.

1470

1471 B. Any school that is rated Accredited with Warning in English or mathematics ~~is~~  
1472 ~~expected to~~ shall adopt ~~an~~ a research based instructional method intervention that has a  
1473 proven track record of success at raising student achievement in those areas as  
1474 appropriate.

1475

1476 C. The superintendent and principal shall certify in writing to the ~~board~~ Board of  
1477 Education that such ~~a method~~ an intervention has been adopted and implemented.

1478

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D. The board shall publish a list of recommended instructional ~~methods~~ interventions,  
which may be amended from time to time.

E. Adoption of instructional ~~methods~~ interventions referenced in subsections B and D of  
this section shall be funded by eligible local, state, and federal funds.

F. A three-year School Improvement Plan must be developed and implemented, based on  
the results of an academic review of each school that is rated Accredited with Warning  
[or Accreditation Withheld/Improving School Near Accreditation] upon receipt of  
notification of the awarding of this rating and receipt of the results of the academic  
review. The plan:

1. Shall be developed with the assistance of parents and teachers and made available to  
the public;
2. Must include the components outlined in subsection G of this section; and
3. Must be approved by the division superintendent and the local school board and be  
designed to assist the school in meeting the student achievement standard to be Fully  
Accredited as outlined in 8 VAC 20-131-300.

G. The improvement plan shall include the following:

1. A description of how the school will meet the ~~provisional accreditation benchmarks, or~~  
~~the~~ requirements to be Fully Accredited, for each of the years covered by the plan;



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- 1500 2. Specific measures for achieving and documenting student academic improvement;
- 1501 3. A description of the amount of time in the school day devoted to instruction in the core
- 1502 academic areas;
- 1503 4. Instructional practices designed to remediate students who have not been successful on
- 1504 SOL tests;
- 1505 5. Intervention strategies designed to prevent further declines in student performance;
- 1506 6. Staff development needed;
- 1507 7. Strategies to involve and assist parents in raising their child's academic performance;
- 1508 8. The need for flexibility or waivers to state or local regulations to meet the objectives of
- 1509 the plan; and
- 1510 9. A description of the manner in which local, state, and federal funds are used to support
- 1511 the implementation of the components of this plan.
- 1512 As part of its approval of the school improvement plan, the board may grant a local
- 1513 school board a waiver from the requirements of any regulations promulgated by the board
- 1514 when such a waiver is available.
- 1515
- 1516 H. The school improvement plan and related annual reports submitted to the board shall
- 1517 provide documentation of the continuous efforts of the school to achieve the requirements
- 1518 to become rated Fully Accredited. The board shall adopt and approve all policies and
- 1519 formats for the submission of annual reports under this section. The reports shall be due
- 1520 no later than October 1 of the school year.

REGULATIONS ESTABLISHING STANDARDS FOR  
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1521 [8 VAC 20-131-315. Action requirements for schools that are denied accreditation.

1522 A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall

1523 be subject to actions prescribed by the Board of Education and shall provide parents of

1524 enrolled students and other interested parties with the following:

1525 1. Written notice of the school's accreditation rating within 30 calendar days of the

1526 notification of the rating from the Department of Education;

1527 2. A copy of the school division's proposed corrective action plan, including a timeline

1528 for implementation, to improve the school's accreditation rating; and

1529 3. An opportunity to comment on the division's proposed corrective action plan.

1530 Such public comment shall be received and considered by the school division prior to

1531 finalizing the school's corrective action plan and a Board of Education memorandum of

1532 understanding with the local school board.

1533

1534 B. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall

1535 be subject to actions prescribed by the Board of Education and affirmed through a

1536 memorandum of understanding between the Board of Education and the local school

1537 board. The local school board shall submit a corrective action plan to the Board of

1538 Education for its consideration in prescribing actions in the memorandum of

1539 understanding within 45 days of the notification of the rating. The memorandum of

1540 understanding shall be entered into no later than November 1 of the academic year in

1541 which the rating is awarded.

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1542

1543 The local board shall submit status reports detailing implementation of actions prescribed  
1544 by the memorandum of understanding to the Board of Education. The status reports shall  
1545 be signed by the school principal, division superintendent, and the chair of the local  
1546 school board. The school principal, division superintendent, and the chair of the local  
1547 school board may be required to appear before the Board of Education to present status  
1548 reports.

1549

1550 The memorandum of understanding may also include but not be limited to:

1551 1. Undergoing an educational service delivery and management review. The Board of  
1552 Education shall prescribe the content of such review and approve the reviewing authority  
1553 retained by the school division.

1554 2. Employing a turnaround specialist credentialed by the state to address those conditions  
1555 at the school that may impede educational progress and effectiveness and academic  
1556 success.

1557

1558 C. As an alternative to the memorandum of understanding outlined in subsection B, a  
1559 local school board may choose to reconstitute a school rated Accreditation Denied and  
1560 apply to the Board of Education for a rating of Conditionally Accredited. The application  
1561 shall outline specific responses that address all areas of deficiency that resulted in the  
1562 Accreditation Denied rating and may include any of the provisions of subsection B.

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1563

1564 If a local school board chooses to reconstitute a school, it may annually apply for an  
1565 accreditation rating of Conditionally Accredited as provided for in 8 VAC 20-131-  
1566 300.D.6. The Conditionally Accredited rating may be granted for a period not to exceed  
1567 three years if the school is making progress toward a rating of Fully Accredited in  
1568 accordance with the terms of the Board of Education's approval of the reconstitution  
1569 application. The school will revert to a status of Accreditation Denied if it fails to meet  
1570 the requirements to be rated Fully Accredited by the end of the three year term or if it  
1571 fails to have its annual application for such rating renewed.

1572

1573 D. The local school board may choose to close a school rated Accreditation Denied or to  
1574 combine such school with a higher performing school in the division.

1575

1576 E. A local school board that has any school with the status of Accreditation Denied shall  
1577 annually report each school's progress toward meeting the requirements to be rated Fully  
1578 Accredited to the Board of Education. The local board shall submit such report in a  
1579 manner prescribed by the Board of Education no later than October 1 of each year. Such  
1580 reports on each school's progress shall be included in the Board of Education's annual  
1581 report on the condition and needs of public education to the Governor, and the General  
1582 Assembly submitted on November 15 of each year.]

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- 1583 ~~8 VAC 20-131-320. Provisional accreditation benchmarks.~~
- 1584 ~~The board will set the minimum acceptable pass rates required for a school to achieve the~~
- 1585 ~~rating of Provisionally Accredited/Meets State Standards in the academic years 1999-~~
- 1586 ~~2003. These benchmarks are outlined in the appendix to these standards.~~

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1587 8 VAC 20-131-325. Recognitions and rewards for school accountability performance.

1588 A. Schools may be recognized by the ~~board~~ Board of Education in accordance with

1589 ~~procedures~~ guidelines it shall establish. Such recognition may include:

1590 1. Public announcements recognizing individual schools;

1591 2. Tangible rewards;

1592 3. Waivers of certain board regulations;

1593 4. Exemptions from certain reporting requirements; or

1594 5. Other commendations deemed appropriate to recognize high achievement.

1595 In addition to board recognition, local school boards shall adopt policies to recognize

1596 individual schools through public announcements, media releases, participation in

1597 community activities for input purposes when setting policy relating to schools and

1598 budget development, as well as other appropriate recognition.

1599

1600 ~~B. A school that maintains a passing rate on SOL tests or other additional tests approved~~

1601 ~~by the board as outlined in 8 VAC 20-131-110 B of 80% or above may, upon application~~

1602 ~~to the Department of Education, receive a waiver from some or all provisions of the~~

1603 ~~following regulations and reporting requirements for a period of up to three years:~~

1604 ~~8 VAC 20-131-80. Instructional program in elementary schools. (clock hour requirement~~  
1605 ~~only)~~

1606 ~~8 VAC 20-131-90. Instructional program in middle schools. (clock hour requirement~~

1607 ~~only)~~

- 1608 ~~8 VAC 20-131-100. Instructional program in secondary schools.~~
- 1609 ~~8 VAC 20-131-110. Standard and verified units of credit. (clock hour requirement only)~~
- 1610 ~~8 VAC 20-131-120. Summer school. (clock hour requirement only)~~
- 1611 ~~8 VAC 20-131-130. Elective courses.~~
- 1612 ~~8 VAC 20-131-140. College preparation programs and opportunities for postsecondary~~
- 1613 ~~credit.~~
- 1614 ~~8 VAC 20-131-150. Standard school year and school day.~~
- 1615 ~~8 VAC 20-131-190. Library media, materials and equipment.~~
- 1616 ~~8 VAC 20-131-200. Extracurricular and other school activities.~~
- 1617 ~~8 VAC 20-131-210. Role of the principal.~~
- 1618 ~~8 VAC 20-131-220. Role of professional teaching staff.~~
- 1619 ~~8 VAC 20-131-230. Role of support staff.~~
- 1620 ~~8 VAC 20-131-240. Administrative and support staff; staffing requirements.~~
- 1621
- 1622 B. A school that maintains a passing rate on [SOL-Virginia Assessment Program] tests or
- 1623 [other]-additional tests approved by the board as outlined in 8 VAC 20-131-110 of [95%
- 1624 95 percent] or above in [each of] the four core academic areas for two consecutive years
- 1625 may, upon application to the Department of Education, receive a waiver from annual
- 1626 accreditation. A school receiving such a waiver shall be Fully Accredited for a three-year
- 1627 period. However, such school shall continue to annually submit documentation in

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1628 compliance with the pre-accreditation [eligibility] requirements described in 8 VAC 20-  
1629 131-280 F.

1630

1631 C. Schools may be eligible to receive the Governor's Award for Outstanding  
1632 ~~Improvement~~ Achievement. This award will be given to schools ~~in each classification~~  
1633 ~~defined in 8 VAC 20-131-280 B-rated below Fully Accredited~~ that significantly increase  
1634 the achievement of students within student subgroups in accordance with guidelines  
1635 prescribed by the Board of Education ~~exceed the improvement levels defined in 8 VAC~~  
1636 ~~20-131-320 by 10 percentage points or more in one year during the school years 2000-01~~  
1637 ~~through 2002-03. In addition, any school that raises its rating from Accredited with~~  
1638 ~~Warning to Fully Accredited in one year will receive this award when it was 10~~  
1639 ~~percentage points or more below the performance level to be rated Fully Accredited.~~



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1640 ~~[8 VAC 20-131-330. Waivers. (Repealed)~~  
1641 ~~Waivers of some of the requirements of this chapter these regulations may be granted by~~  
1642 ~~the board Board of Education based on submission of a request from the division~~  
1643 ~~superintendent and chairman of the local school board. The request shall include~~  
1644 ~~documentation of the need for the waiver. In no event will waivers be granted to the~~  
1645 ~~requirements of Part III (8 VAC 20-131-30 et seq.) of this chapter these regulations.]~~

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1646 8 VAC 20-131-340. [~~Academic reviews, special~~ Special] provisions and sanctions.  
1647 [~~A.~~] ~~Beginning with the 2000-01 school year, schools~~ [~~Schools~~ rated Accredited with  
1648 Warning must undergo an academic review in accordance with guidelines adopted by the  
1649 board and prepare a school improvement plan as required by 8 VAC 20-131-310.]  
1650  
1651 ~~B. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be~~  
1652 ~~subject to sanctions prescribed by the Board of Education and affirmed through a~~  
1653 ~~memorandum of understanding between the Board of Education and the local school~~  
1654 ~~board. The memorandum of understanding shall be entered into no later than 30 days~~  
1655 ~~after the opening of school. The memorandum or understanding may include but not be~~  
1656 ~~limited to:~~  
1657 ~~1. Submitting status reports detailing implementation of corrective actions to the Board~~  
1658 ~~of Education. The status reports shall be signed by the school principal, division~~  
1659 ~~superintendent, and the chair of the local school board. The Board of Education may~~  
1660 ~~require the school principal, division superintendent, and the chair of the local school~~  
1661 ~~board to appear before the Board to present such status reports.~~  
1662 ~~2. Undergoing an educational service delivery and management review. The Board of~~  
1663 ~~Education shall prescribe the content of such review and approve the reviewing authority~~  
1664 ~~retained by the school division.~~

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~~3. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.~~

~~C. Any school rated Accreditation Denied shall provide parents of enrolled students and other interested parties with the following:~~

~~1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;~~

~~2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and~~

~~3. An opportunity to comment on the division's proposed corrective action plan.~~

~~Such public comment shall be received and considered by the school division prior to finalizing the school division's corrective action plan and memorandum of understanding with the Board of Education.~~

~~D. As an alternative to the memorandum of understanding outlined in subsection B, a local school board may choose to enter into an agreement with the Board of Education to reconstitute a school rated Accreditation Denied. The reconstitution agreement may include any of the provisions of subsection B, along with one or more of the following actions:~~

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- 1685 ~~1. Replacing all or a majority of the administrative staff and a substantial percentage of~~  
1686 ~~the instructional staff; or~~
- 1687 ~~2. Hiring a private or nonprofit management firm from a Board of Education reviewed~~  
1688 ~~list; or~~
- 1689 ~~3. Converting the school to a charter school in accordance with § 22.1-212.6 of the Code~~  
1690 ~~of Virginia, with consideration given to collaboration with an institution of higher~~  
1691 ~~education or other suitable.~~
- 1692
- 1693 ~~If a local school board chooses to reconstitute a school, it may apply for an accreditation~~  
1694 ~~rating of Conditionally Accredited as provided for in 8 VAC 20-131-300.D.6. The~~  
1695 ~~Conditionally Accredited rating may be extended for a period not to exceed three years if~~  
1696 ~~the school is making progress toward a rating of Fully Accredited in accordance with the~~  
1697 ~~terms of the agreement. The school will revert to a status of Accreditation Denied if it~~  
1698 ~~fails to meet the requirements to be rated Fully Accredited by the end of the term of the~~  
1699 ~~agreement.~~
- 1700
- 1701 ~~E. The local school board may choose to close a school rated Accreditation Denied or to~~  
1702 ~~combine such school with a higher performing school in the division.~~
- 1703
- 1704 ~~F. A local school board that has any school with the status of Accreditation Denied shall~~  
1705 ~~annually report each school's progress toward meeting the requirements to be rated Fully~~

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1706 ~~Accredited to the Board of Education. The local board shall submit such report in a~~  
1707 ~~manner prescribed by the Board of Education no later than October 1 of each year. Such~~  
1708 ~~reports on each school's progress shall be included in the Board of Education's annual~~  
1709 ~~report on the condition and needs of public education to the Governor, and the General~~  
1710 ~~Assembly submitted on November 15 of each year.~~

1711

1712 ~~B. The board may enact special provisions related to the administration and use of any~~  
1713 ~~SOL test or tests in a content area as applied to this chapter for any period during which~~  
1714 ~~the SOL content in that area is being revised and phased in.~~

1715

1716 ~~C [G-A.] Any school in violation of this chapter~~ these regulations shall be subject to  
1717 appropriate action by the ~~board~~ Board of Education including, but not limited to, the  
1718 ~~adjustment or withdrawal~~ withholding or denial of a school's accreditation.

1719

1720 ~~[H. B.] A school's accreditation rating may be withheld by action of the Board of~~  
1721 Education for any school found to be in violation of test security procedures pursuant to  
1722 § 22.1-19.1 of the Code of Virginia. [Withholding of a school's accreditation rating shall  
1723 not be considered an interruption of the three consecutive year period for purposes of  
1724 receiving an Accreditation Denied status pursuant to 8 VAC 20-131-300.]

1725

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- 1726 [H. C.] The Board of Education may exercise its authority to seek school division  
1727 compliance with school laws pursuant to relevant provisions of the Code of Virginia  
1728 when any school within a division is rated Accreditation Denied.

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1729 [8 VAC 20-131-350. Waivers.

1730 Waivers of some of the requirements of these regulations may be granted by the Board of

1731 Education based on submission of a request from the division superintendent and

1732 chairman of the local school board. The request shall include documentation of the need

1733 for the waiver. In no event shall waivers be granted to the requirements of Part III (8

1734 VAC 20-131-30 et seq.) of these regulations]

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1735 [8 VAC 20-131-360. Effective date.

1736 Unless otherwise specified these regulations shall be effective for the 2006-2007

1737 academic year.]



# Board of Education Agenda Item

Item: \_\_\_\_\_ B. \_\_\_\_\_

Date: May 24, 2006

Topic: First Review of Pupil Transportation Specifications for School Buses

Presenter: Mr. Daniel S. Timberlake, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 E-Mail Address: Daniel.Timberlake@doe.virginia.gov

## Origin:

\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

\_\_\_\_ Board of Education regulation

\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_ Action requested at this meeting X Action requested at future meeting: July 26, 2006

## Previous Review/Action:

X No previous board review/action

\_\_\_\_ Previous review/action

date \_\_\_\_\_

action \_\_\_\_\_

## Background Information:

The Regulations Governing Pupil Transportation approved in January 2004, deleted the sections that detailed the specifications for school buses and made them a separate document that requires periodic approval by the Board of Education. This permits the Department of Education to revise and update the bus specifications more efficiently than would be permitted under the process for revising regulations. It also permits the specifications to be refreshed more frequently to recognize new or emerging technology. The last revisions were approved by the Board of Education in November 2004. The specifications for school buses will be presented to the Board of Education for approval as necessary.

## Summary of Major Elements

The specifications (attached) have been updated and revised to include recent changes in equipment and technology. The changes were developed by the department's Specifications Committee, which is comprised of pupil transportation representatives from school divisions across the state. None of the changes represent significant deviations from standard industry practices. All of the recommended specifications comply with the safety requirements of the National Highway Traffic Safety Administration.

The Specifications Committee, composed of representatives of all regions of the state, developed the proposed specifications with the goal of improving safety. Knowing that it is difficult to design statewide specifications that encompass the specific needs of each of our fleets, the Committee considered the geographic differences of our regions, the newer technology available for new school buses, the past track record of current specification configurations, specifically the overall cost of maintenance, and any components with a record of failure that caused safety to be compromised.

The Committee also made comparisons with specifications of other states and adjusted the previous specifications to improve Virginia's minimum specifications and align Virginia's specifications with other Southeastern States. Also included in the proposed revisions are recommendations to incorporate changes adopted by the Fourteenth National Congress on School Transportation, "National School Transportation Specifications and Procedures" in May 2005.

Additions to the specifications are indicated in bold lettering and deletions are indicated by strikeovers. The specifications will be posted on the department's Web site for 30 days to provide school divisions and other interested parties with the opportunity to review them and offer comments. The comments will be compiled and presented to the Board at its meeting on July 26, 2006. It is anticipated that the final specifications will be presented to the Board at its July 26, 2006, meeting with a request for final approval.

#### **Superintendent's Recommendation:**

The Acting Superintendent of Public Instruction recommends that the Board of Education accept the proposed school bus specifications for first review.

#### **Impact on Resources:**

There is no impact on DOE's resources to initiate these specifications.

#### **Timetable for Further Review/Action:**

The specifications will be posted on the department's Web site for 30 days to provide school divisions and other interested parties with the opportunity to review them and offer comments. The comments will be compiled and presented to the Board at its meeting on July 26, 2006. It is anticipated that the final specifications will be presented to the Board at its July 26, 2006, meeting with a request for final approval.

# **SPECIFICATIONS THE BUS CHASSIS**

## **1. Air cleaner.**

- A. The engine intake air cleaner system shall be furnished and properly installed by the chassis manufacturer to meet the engine manufacturer's specifications.
- B. An air cleaner restriction indicator shall be furnished and installed by chassis manufacturer.

## **2. Alternator.**

- A. All Type A and B buses up to 15,000 pounds gross vehicle weight rating (GVWR) shall have a minimum 90 ampere alternator.
- B. Type B buses over 15,000 pounds GVWR and all Type C and D buses shall be equipped with a heavy duty truck or bus type alternator meeting Society of Automotive Engineers (SAE) J-180; having a minimum output rating of 100 amperes, alternator shall be capable of producing a minimum of 50% of its maximum rated output at the engine manufacturer's recommended idle speed.
- C. Buses equipped with electrically powered wheelchair lift, air conditioning or other accessories may be equipped with a device that monitors the electrical system voltage and advances the engine idle speed when the voltage drops to, or below, a pre-set level.
- D. Belt drive shall be capable of handling the rated capacity of the alternator with no detrimental effect on other driven components. Direct-drive alternator is permissible in lieu of belt drive.

## **3. Axles.**

- A. The front and rear axle and suspension systems shall have a gross axle weight rating at ground commensurate with the respective front and rear weight loads that will be imposed by the bus.
- B. Rear axle shall be single speed, full-floating type.

#### 4. Battery.

- A. The storage batteries shall have minimum cold cranking capacity rating (cold cranking amps) equal to the cranking current required for 30 seconds at 0 degrees Fahrenheit and a minimum reserve capacity rating of 120 minutes at 24 amps. Higher capacities may be required, depending upon optional equipment and local environmental conditions.
- B. Batteries shall be mounted in a slide out tray on the left side of the body in a compartment designed for storage batteries.
- C. Exception: Type A units – Batteries may be located in standard manufacturer's position.
- D. **Buses may be equipped with a battery shut-off switch. The switch is to be placed in a location not readily accessible to the driver or passengers.**

#### 5. Brakes

- A. Four-wheel brakes, adequate at all times to control bus when fully loaded, shall be provided in accordance with Federal Motor Vehicle Safety Standards.
- B. The chassis brake system shall conform to the provisions of Federal Motor Vehicle Safety Standards (FMVSS) numbers 105, 106, and 121 as applicable.
- C. Chassis shall be equipped with auxiliary brakes capable of holding vehicle on any grade on which it is operated under any conditions of loading on a surface free from snow or ice. Operating controls of such auxiliary brakes shall be independent of operating controls of service brakes.
- D. Buses having full compressed air systems shall be equipped with a minimum 12 cfm engine oil-fed air compressor.
  - 1. Air supply for air compressor shall be taken from the clean side of engine air cleaner system.
  - 2. A desiccant type air dryer with automatic purge and drain cycle and a heating element shall be installed on all air brake buses.
  - 3. Air brake systems shall include system for anti-compounding of the service and parking brakes.

- E. Buses using hydraulic brakes shall have power assist brakes. Hydraulic line pressure shall not exceed recommendation of chassis or brake manufacturer.

**6. Bumper, front.**

- A. Front bumper shall be heavy-duty, channel steel at least eight inches in height with 3/16- inch thickness, painted black, and shall be furnished by chassis manufacturer as part of chassis.
- B. Front bumper shall extend to outer edges of fenders at bumper top line (to assure maximum fender protection) and be of sufficient strength to permit pushing, lifting or towing without permanent distortion to bumper, chassis, or body.
- C. Exception: Type A vehicles having a GVWR of 14,500 pounds or less – bumper shall be manufacturer's standard painted black.
- D. Exception: Type D vehicles – same as above, except that front bumper shall be furnished by body manufacturer.

**7. Clutch.**

- A. Torque capacity shall be equal to or greater than the engine torque output. Clutch facing shall be non-asbestos.
- B. A starter interlock shall be installed to prevent actuation of the starter if the clutch pedal is not depressed.

**8. Color.**

- A. Chassis, including wheels, and front bumper shall be black.
- B. Hood, cowl, and fenders shall be national school bus yellow.
- C. Grill shall be national school bus yellow, if painted; otherwise it shall be chrome or anodized aluminum.
- D. All paint shall meet the lead-free standards.

**9. Drive Shaft.**

- A. Drive shaft shall be protected by metal guard or guards to prevent it from whipping through floor or dropping to ground if broken.

**10. Electrical System.**

- A. Battery. See Item 4.
- B. Alternator. See Item 2.
- C. Lights and signals. See Item 19.
- D. Wiring. See Item 75.
- E. Power terminal. Chassis manufacturer shall provide an electric power source terminal for bus body power connection. Wiring from the power source in wiring terminal shall have a current carrying capacity of 125 amperes continuous (minimum 4 gauge wire). If the bus is to be equipped with Air Conditioning or Wheelchair Lift, current carrying capacity shall be increased to 150 amperes continuous.

This conductor shall be routed to cover the least distance practicable between points of termination. It should be of continuous size protected by fusible links, fuses, circuit breakers, or a reset-able electronic circuit protection device, no more than 12 inches from the battery. The terminal shall be of the single post-type, minimum of one-fourth inch (1/4") stud and located in an accessible location for service, subject to approval of the Department of Education.

- F. Light terminal. The chassis manufacturer shall provide a wire terminal adjacent to on in the under dash area of the left side panel accessible to the body company for connection of rear brake lights, tail lights, turn signal lights, and back-up lights. A terminal strip consisting of individual terminals with each terminal properly identified shall be provided to meet this requirement.
- G. Fuse. All fuses shall be located in fuse block and properly identified for the circuit protected.
- H. Each chassis circuit shall be color-coded and a diagram of the circuits shall be included with the chassis.
- I. Wiring harness. All conductors from the alternator to the battery shall be continuous in length. The conductors shall be sized to provide at least a 25% greater current carrying capacity than the design output of the alternator (minimum 4 gauge wire). The conductor between the alternator and the battery shall be routed in a manner that will provide the least distance between points of termination. A separate ground conductor from alternator to engine shall be provided (minimum four-gauge).

- J. Buses using multiplexed electrical systems may meet the intent of these specifications without the use of specified equipment, subject to the approval of the Department of Education.**

**11. Engine.**

- A. The engine shall be of the internal-combustion, four-stroke cycle type.
- B. All gas-powered buses shall have an automatic fire extinguisher system in the engine compartment.

**12. Exhaust System.**

- A. Exhaust pipe, muffler, and tail pipe shall be outside bus body attached to chassis.
- B. Tail pipe shall be constructed of seamless or electrically welded tubing of 16-gauge steel or equivalent, and shall extend at least five inches beyond chassis frame. (See Item 66.)
- C. Size of tail pipe shall not be reduced after it leaves muffler.
- D. Exhaust system shall be properly insulated from fuel tank and tank connections by securely attached metal shield at any point where it is 12 inches or less from tank or tank connections.
- E. Muffler shall be constructed of corrosion-resistant material.
- ~~F. Exception: Type A and B Vehicles less than 15,000 pounds (GVWR) — tail pipe may exit behind rear wheel.~~
- F. Types A and B chassis may be furnished with the manufacturer's standard tailpipe configuration.**

**13. Fenders, front.**

- A. Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position.
- B. Front fenders shall be properly braced and free from any body attachment.

**14. Frame.**

- ~~A. Frame shall be of such design as to correspond at least to standard practice for trucks of same general load characteristics that are used for severe service.~~
- ~~B. When frame side members are used, they shall be of one piece construction. If frame side members are extended, such extension shall be designed and furnished by chassis manufacturer with a guarantee, and installation shall be made by either chassis or body manufacturer and guaranteed by company making installation. Extensions of frame lengths are permissible only when such alterations are behind rear hanger of rear spring, and shall not be for purpose of extending wheelbase.~~
- ~~C. Holes in top or bottom flanges of frame side rails shall not be permitted except as provided in original chassis frame. There shall be no welding to frame side rails except by chassis or body manufacturer.~~

- A. Frame lengths shall be established in accordance with the design criteria for the complete vehicle.**
- B. Making holes in top or bottom flanges or side units of the frame and welding to the frame shall not be permitted except as provided or accepted by the chassis manufacturer.**
- C. Frames shall not be modified for the purpose of extending the wheel base.**
- D. Any secondary manufacturer that modifies the original chassis frame shall provide a warranty at least equal to the warranty offered by the original equipment manufacturer (OEM), and shall certify that the modification and other parts or equipment affected by the modification shall be free from defects in material and workmanship under normal use and service intended by the OEM.**

**15. Fuel tank.**

- A. Fuel tank having a minimum 30-gallon capacity shall be provided. The tank shall be filled and vented to the outside of the body and the fuel filler should be placed on the right side in a location where accidental fuel spillage will not drop or drain on any part of the exhaust system.**
- B. Fuel lines shall be mounted to the chassis frame in such a manner that the frame provides the maximum possible protection from damage.**



- C. Fuel tank may be mounted between the frame rails or outboard on the right side of the vehicle.
- D. The actual draw capacity of each fuel tank shall be a minimum of 83 percent of the tank capacity.
- E. Exception: Type A Vehicles – fuel tank shall be manufacturer’s standard, mounted, filled, and vented outside of body.

**16. Heating System, provision for.**

- A. The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system. The opening shall be suitable for attaching ¾ inch pipe thread/hose connector. The engine shall be capable of supplying water having a temperature of at least 170 °F at a flow rate of 50 pounds per minute at the return end of 30 feet of one-inch inside diameter automotive hot water heater hose. (SBMI Standards No. 001-Standard Code for Testing and Rating Automotive Bus Hot Water Heating and Ventilating Equipment.)

**17. Horn.**

- ~~A. — Bus shall be equipped with dual horns of standard make which meet requirements of Federal Motor Vehicle Safety Standards, 49 CFR 571.~~
- A. **The bus shall be equipped with a horn(s) of standard make with the horn(s) capable of producing a complex sound in bands of audio frequencies between 250 and 2,000 cycles per second, and tested in accordance with SAE J377, *Horn – Forward Warning – Electric – Performance, Test, and Application.***

**18. Instrument and instrument panel.**

- A. Chassis shall be equipped with following instruments and gauges:
  - 1. Speedometer which will show speed;
  - 2. Odometer which will show accrued mileage, including tenths of miles, tenths of miles can be accrued with trip odometer;  
**Odometer is to be able to be read without using a key;**
  - 3. Ammeter or voltmeter with graduated scale;
  - 4. Oil pressure gauge;

- 5. Water temperature gauge;
  - 6. Fuel gauge;
  - 7. Upper-beam headlamp indicator; and
  - 8. Tachometer.
- B. All instruments or gauges shall be mounted on instrument panel in such manner that each is clearly visible to driver in normal seated position. Lights in lieu of gauges are not acceptable.
- C. Exception: Type A vehicles – the ammeter, or voltmeter and its wiring are to be compatible with generating capacity. Tachometer is not required.
- D. Multi-function gauges must have prior approval.

**19. Lights and signals.**

- A. Each chassis shall be equipped with not less than two headlights – beam controlled, and stop and tail lights, and two front turn signal lamps mounted on front fenders.
- B. Lights shall be protected by fuse or circuit breakers.
- C. Self-canceling directional signal switch shall be installed by the chassis manufacturer. The directional signals shall activate only when ignition is in “on” position.
- D. Daytime Running Lights (DRL) are required.
- E. **Brake air pressure gauge (air brakes), brake indicator lamp (vacuum/hydraulic brakes), or brake indicator lamp (hydraulic/hydraulic);**
- F. **Turn signal indicator; and**
- G. **Glow-plug indicator lamp, where appropriate.**
- H. **Instruments and controls must be illuminated as required by FMVSS No. 101, *Controls and Displays*.**

**20. Oil Filter.**

~~A. Oil filter of replaceable element type shall be provided and shall have oil capacity of at least one quart.~~

A. **An oil filter with a replaceable element shall be provided and connected by flexible oil lines if it is not a built-in or an engine-mounted design. The oil filter shall have a capacity in accordance with the engine manufacturer's recommendation.**

**21. Openings.**

A. All openings in floorboard or firewall between chassis and passenger-carrying compartment, such as for gearshift lever and auxiliary brake lever, shall be sealed. ~~unless altered by body manufacturer. See Item 39J.~~

**22. Passenger load.**

A. Gross vehicle weight (i.e., wet weight, plus body weight, plus driver's weight of 150 pounds, plus weight of maximum seated pupil load based on not less than 120 pounds per pupil) shall not exceed maximum gross vehicle weight rating as established by manufacturer.

B. **Actual GVW shall not exceed the chassis manufacturer's GVWR for the chassis, nor shall the actual weight carried on any axle exceed the chassis manufacturer's Gross Axle Weight Rating (GAWR).**

C. **The manufacturer's GVWR for a particular school bus shall be furnished by manufacturers in duplicate (unless more copies are requested) to the state agency having student transportation jurisdiction. The state agency shall, in turn, transmit such ratings to other state agencies responsible for development or enforcement of state standards for school buses.**

**23. Retarder system (Optional).**

~~A. Retarder system, if used, shall be approved by the Department of Education.~~

A. **A retarder system, if used, shall limit the speed of a fully loaded school bus to 19.0 mph on a 7 percent grade for 3.6 miles.**

**24. Shock absorbers.**

A. Bus shall be equipped with front and rear double-acting shock absorbers compatible with manufacturer's rated axle capacity.

**25. Springs.**

- A. Springs or suspension assemblies shall be of ample resiliency under all load conditions and of adequate strength to sustain loaded bus without evidence of overload.
- B. Springs or suspension assemblies shall be designed to carry their proportional share of gross vehicle weight.
- C. Rear springs shall be of progressive, variable, parabolic or air ride type.
- D. Stationary eye of the front spring shall be protected by full wrapper leaf in addition to main leaf.
- E. Exception: Type A vehicles – springs that are regular equipment on vehicle to be purchased may be used.
- F. The capacity of springs or suspension assemblies shall be commensurate with the chassis manufacturer's GVWR.**

**26. Steering gear.**

- A. Steering gear shall be approved by chassis manufacturer and designed to assure safe and accurate performance when vehicle is operated with maximum load and maximum speed.
- B. No changes shall be made in steering apparatus that are not approved by chassis manufacturer.
- C. There shall be clearance of at least two inches between steering wheel and cowl instrument panel, windshield, or any other surface.
- D. Power steering is required and shall be of the integral type with integral valves.
- E. The steering system shall be designed to provide a means for lubrication of all wear-points that are not permanently lubricated.**

**27. Tires and rims.**

- A. Tire and rim sizes, based upon current standards of Tire and Rim Association, shall be required.
- B. Total weight imposed on any tire shall not be above current standard of Tire and Rim Association.

- C. Dual rear tires shall be provided on all vehicles.
- D. All tires on given vehicles shall be of same size and ply rating.
- E. Spare tire, if required, shall be suitably mounted in accessible location outside passenger compartment.

**28. Towing Attachment Points**

**Rear towing devices (i.e., tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a wrecker with a “wheel lift” or an “axle lift” is not available or cannot be applied to the towed vehicle.**

- A. Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer’s specifications.
- B. Each rear towing device shall have a strength rating of 13,500 pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail.
- C. The towing devices shall be mounted such that they do not project rearward of the rear bumper.

**~~28~~ 29. Transmission.**

- A. Mechanical type transmission shall be synchromesh except first and reverse gears. Its design shall provide not less than four forward and one reverse speeds. With five-speed transmission, fifth gear shall be direct.
- B. Automatic transmissions are permissible when equipped with a parking pawl or approved parking brake system.

**~~29~~ 30. Turning Radius.**

- A. Chassis with a wheel base of 264 inches or less shall have a right and left turning radius of not more than 42 ½ feet, curb to curb measurement.
- B. Chassis with a wheel base over 264 inches shall have a right and left turning radius of not more than 44 ½ feet curb to curb measurement.

**~~30~~ 31. Weight distribution.**

- A. Shall be established by chassis manufacturers engineering department.

**31 32. Wheels.**

- A. Disc wheels are required.

**THE BUS BODY**

**32 33. Aisle.**

- A. Minimum clearance of all aisles, including aisle (or passageway between seats) leading to emergency door shall be 12 inches. Aisles shall be unobstructed at all times.
- B. Aisle supports of seat backs shall be slanted away from aisle sufficiently to give aisle clearance of 15 inches at top of seat backs.

**33 34. Back-up Alarm.**

- ~~A. An automatic audible alarm shall be installed behind the rear axle and shall comply with the published Backup Alarm Standards (SAE J994B), providing a minimum of 97 dba.~~
- A. **An automatic audible alarm shall be installed behind the rear axle and shall comply with the published Backup Alarm Standards (SAE J994b), providing a minimum of 112 dBA, or shall have a variable volume feature that allows the alarm to vary from 87 dBA to 112 dBA sound level, staying at least 5 dBA above the ambient noise level.**

**34 35. Body sizes.**

Sizes are based on knee-room clearance between rows of forward-facing seats, overall width, center aisle width, and average rump width.

**35 36. Bumper, rear.**

- A. Rear bumper shall be of pressed steel channel at least 3/16 inch by 9 ½ inches.
- B. It shall be wrapped around back corners of bus. It shall extend forward at least 12 inches, measured from rear-most point of body at floor line.
- C. Bumper shall be attached to chassis frame in such manner that it may be easily removed, shall be so braced as to develop full strength of bumper section from rear or side impact, and shall be so attached as to prevent hitching of rides.

- D. Rear bumper shall extend beyond rear-most part of body surface at least one inch, measured at floor line.
- E. Exception: Type A vehicles – Rear bumper shall be standard type furnished by chassis manufacturer as part of chassis on conversions. Body manufacturer will furnish bumper on cutaway chassis.

**36 37. Color.**

- A. School bus body including hood, cowl, external speakers and fenders shall be painted uniform color – national school bus yellow.
- B. Grill shall be national school bus yellow, if painted; otherwise it shall be chrome or anodized aluminum.
- C. Rear bumper, body trim, and rub rails shall be painted black. **Must meet color requirements specific to bus. (See “Bus Chassis” specific specifications.)**
- D. The roof of the bus may be painted white extending down to the drip rails on the sides of the body except that front and rear roof caps shall remain national school bus yellow.
- E. All paint shall meet the lead-free standards.
- F. Retro-reflective tape. Material shall be Type V or better, as determined by the American Society of Testing Materials (ASTM: D4956-90).  
“Standard specifications for reflective sheeting for traffic control.”
  - 1. ~~The material shall retain at least 50% of reflective values for a minimum of seven years.~~
  - 2. ~~Reflective materials and markings shall include all of the following:~~
    - a. ~~On the rear, a strip of reflective yellow material two inches in width to be applied on the back of the bus, extending from the left lower corner of the “SCHOOL BUS” lettering, across to left side of the bus, then vertically down to the top of the bumper, across the bus on a line immediately above the bumper on the right side, then vertically up to a point even with a horizontal strip terminating at the right lower corner of the “SCHOOL BUS” lettering.~~

- ~~b. "SCHOOL BUS" signs shall be marked with reflective yellow material comprising background for lettering of the front and rear "SCHOOL BUS" signs.~~
  - ~~e. Sides of the bus body shall be marked with reflective yellow material, two inches in width, extending the length of the bus body and located (vertically) as close as practicable to the beltline.~~
- ~~3. On activity buses reflective material shall be installed on the rear and sides, following the same specifications in subdivisions 2a and 2c of this subsection. There will be no "SCHOOL BUS" signs on either the front or the rear of the activity bus. Color of the reflective material shall match, as closely as possible, the color of the bus body.~~
- 1. The rear of the bus body shall be marked with strips of retro reflective NSBY material to outline the perimeter of the back of the bus using material which conforms with the requirements of FMVSS No. 131, *School Bus Pedestrian Safety Devices, Table 1*. The perimeter marking of rear emergency exits per FMVSS No. 217, *Bus Emergency Exits and Window Retention and Release*, and/or the use of retro reflective "SCHOOL BUS" signs partially accomplishes the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least 1 ¾ inch retro reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips shall be applied at the corners connecting these horizontal strips.**
  - 2. "SCHOOL BUS" signs, if not a lighted design, shall be marked with retro reflective NSBY material comprising background for lettering of the front and/or rear "SCHOOL BUS" signs.**
  - 3. Sides of the bus body shall be marked with at least 1 ¾ inch retro reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.**



4. **Signs placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures may be retro reflective material, as specified.**
5. OPTION: Rear bumpers on school or activity buses may be marked with a maximum three-inch wide continuous black strip of reflective material which continues around corners to the ends of the bumpers.

**37 38. Communication system – optional equipment.**

- A. Communication systems. If communication systems are used on school buses, the systems shall be subject to written policies adopted by the local school board. Installation shall be subject to the Department of Education Fleet Assessment.
  1. The radio mounting shall be in the driver's compartment in a safe, secure location, so as not to interfere with normal bus operation.
  2. Mounting shall be permanent. Temporary mountings will not be acceptable.
  3. Wiring shall be protected by a proper fuse or circuit breaker and permanently connected to an accessory circuit shut off by ignition switch. Plug-in type connections are not acceptable.
  4. Antenna shall be permanently mounted to cowl or roof so as not to interfere with driver's vision of roadway. Antenna lead-in cable shall be permanently secured with the proper clamps, grommets, and sealant. Antenna cable may not pass through window opening.
- B. Public address system. For use by driver, the system contains an inside speaker and an external speaker that is of special use when driver needs to caution pupils about surrounding dangers at school bus stops. Inside speakers shall be recessed type.
- C. AM/FM radios and cassette players. If AM/FM radios or cassette players are installed, they shall be properly mounted by the body manufacturer or local shop personnel. All wiring shall be properly connected and concealed and any speakers shall be of recessed type.

**No internal speakers, other than the driver's communication systems, may be installed within 4 feet of the driver's seat back in its rearmost upright position.**

- D. ~~Video~~-Camera. Both equipment and installation shall be subject to the Department of Education annual fleet assessment.
1. Equipment shall not extend more than six inches from the front header panel into the driver's compartment.
  2. Camera boxes shall be mounted securely to the header without use of brackets or other supports.
  3. Mounted equipment shall be located on the left side of the front header and shall not interfere with passenger ingress and egress.

**38 39. Construction, Type B, C, and D vehicles.**

- A. Construction of body shall meet all requirements of FMVSS 220 (roll-over), 49 CFR § 571.220, FMVSS 221 (Joint Strength), 49 CFR § 571.221, and all other applicable federal standards.
- B. Construction shall be of prime commercial quality steel or other material with strength at least equivalent to all-steel as certified by bus body manufacturer. All such construction materials shall be fire resistant.
- C. Construction shall provide reasonable dust proof and watertight unit.
- D. Bus body (including roof bows, body posts, strainers, stringers, floor, inner and outer linings, rub rails and other reinforcements) shall be of sufficient strength to support entire weight of fully loaded vehicle on its top or side if overturned. Bus body as unit shall be designed and built to provide impact and penetration resistance.
- E. Side posts and roof bows. There shall be a body side post and roof bow fore and aft of each window opening. This may be a continuous bow or two separate pieces effectively joined.
- F. Floor shall be of prime commercial quality steel of at least 14-gauge or other metal or other material at least equal in strength to 14-gauge steel. Floor shall be level from front to back and from side to side except in wheel housing, toe board, and driver's seat platform areas. When plywood is used, it shall be of ½-inch exterior B.B. Grade or equivalent and securely fastened to the existing steel floor.
- G. Roof strainers. Two or more roof strainers or longitudinal members shall be provided to connect roof bows, to reinforce flattest portion of roof skin, and to space roof bows. These strainers may be installed between roof bows or applied externally. They shall extend from windshield header

and, when combined with rear emergency doorpost, are to function as longitudinal members extending from windshield header to rear floor body cross member. At all points of contact between strainers or longitudinal members and other structural material, attachment shall be made by means of welding, riveting or bolting.

H. Side strainers. There shall be one or more side strainers or longitudinal members to connect vertical structural members and to provide impact and penetration resistance in event of contact with other vehicles or objects. Such strainers shall be formed (not in flat strip) from metal of at least 16-gauge and three inches wide.

1. Side strainers shall be installed in area between bottom of window and bottom of seat frame and shall extend completely around bus body except for door openings and body cowl panel. Side strainers shall be fastened to each vertical structural member in any one or any combination of the following methods as long as stress continuity of members is maintained:

- a. Installed between vertical members;
- b. Installed behind panels but attached to vertical members;  
and,
- c. Installed outside external panels.

2. Fastening method employed shall be such that strength of strainers is fully utilized.

3. Side strainers of longitudinal members may be combined with one of required rub rails (see Item 58), or be in form of additional rub rail, as long as separate conditions and physical requirements for rub rails are met. No portion of side strainer or longitudinal member is to occupy same vertical position as rub rail.

I. Floor sills. There shall be one main body sill at each side post and two intermediate body sills on approximately 10-inch centers. All sills shall be of equal height, not to exceed three inches. All sills shall extend width of body floor except where structural members or features restrict area.

Main body sill shall be equivalent to or heavier than 10-gauge and each intermediate body sill shall be equivalent to or heavier than 16-gauge, or each of all sills shall be equivalent to or greater than 14-gauge. All sills shall be permanently attached to floor.

Connections between sides and floor system shall be capable of distributing loads from vertical posts to all floor sills.

- J. All openings between chassis and passenger-carrying compartment made due to alternations of body manufacturer shall be sealed. (See Item 55).
- K. A cover shall be provided for the opening to the fuel tank fill pipe.
- L. A moisture and rustproof removable panel shall be provided in the floor for access to the fuel tank sender gauge. It shall be designed for prolonged use and adequate fastening to the floor.

**39 40. Construction, Type A Vehicles.**

- A. Construction of body shall meet all requirements of FMVSS 220 (Roll-over), 49 CFR § 571.220, and all other applicable federal standards.
- B. Body joints created by body manufacturer shall meet the 60% joint strength provision required in FMVSS 221.49, CFR § 571.221, for Type B, C, and D buses.
- C. Construction shall be of prime commercial quality steel or other material with strength at least equivalent to all steel as certified by bus body manufacturer. All such construction materials shall be fire resistant.
- D. Construction shall provide reasonably dustproof and watertight unit.
- E. Bus body (including roof bows, body posts, strainers, stringers, floor, inner and outer linings, rub rails and other reinforcements) shall be of sufficient strength to support entire weight of fully loaded vehicle on its top or side if overturned. Bus body as unit shall be designed and built to provide impact and penetration resistance.
- F. Floor. Plywood of ½ inch exterior B.B. Grade or equivalent shall be applied over the existing steel floor and securely fastened. Floor shall be level from front to back and from side to side except in wheel housing, toe board, and driver seat platform areas.

Exception: Plywood may be deleted when provisions of subsection D and subdivision H 1 of Item 40 for Type C and D buses are met.

- G. Roof strainers. Two or more roof strainers or longitudinal members shall be provided to connect roof bows to reinforce flattest portion of roof skin, and to space roof bows. These strainers may be installed between roof bows or applied externally. They shall extend from windshield header to

rear body header over the emergency door. At all points of contact between strainers of longitudinal members and other structural material, attachment shall be made by means of welding, riveting, or bolting.

After load as called for in Static Load Test Code has been removed, none of the following defects shall be evident:

1. Failure or separation at joints where strainers are fastened to roof bows;
  2. Appreciable difference in deflection between adjacent strainers and roof bows;
  3. Twisting, buckling, or deformation of strainer cross-section.
- H. Side strainers. There shall be one longitudinal side strainer mounted at shoulder level (window sill level) and extending from front main vertical post to rear corner post. This member shall be attached to each vertical structural member. Such strainer shall be formed of metal (not in flat strip).
1. There shall be one longitudinal side strainer installed in the area between bottom of window and bottom of seat frame extending from front main vertical post to rear corner post. The member shall be attached to each vertical structural member.
  2. Strainers may be fastened in any one or any combination of the following methods as long as stress continuity of members is maintained:
    - a. Installed between vertical members;
    - b. Installed behind panels but attached to vertical members;  
or,
    - c. Installed outside external panels.
  3. Fastening method employed shall be such that strength of strainers is fully utilized.
- I. Area between floor and window line shall be restructured inside to include at least four vertical formed reinforcement members extending from floor to window line rail. They shall be securely attached at both ends.
- J. Rear corner reinforcements. Rear corner framing of the bus body between floor and window sill and between emergency door post and last side post

shall consist of at least one structural member applied horizontally to provide additional impact and penetration resistance equal to that provided by frame members in areas of sides of body. Such member shall be securely attached at each end.

- K. All openings between chassis and passenger carrying compartment made due to alterations by body manufacturers shall be sealed. (See Item 55.)

#### **40 41. Defrosters.**

~~A. — Defrosters shall be of sufficient capacity to keep windshield clear of fog, ice, and snow and to defog the window to the left of the driver. (See Item 46.) An auxiliary fan of sufficient capacity to defog the entrance door glass shall be installed above the windshield on the right side. An additional fan to the left of the driver is permissible. Fans shall be placed so as not to block driver's view of outside rearview mirrors.~~

- A. **Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow. (Exception: The requirements of this standard do not apply to the exterior surfaces of double pane storm windows.)**
- B. **The defrosting system shall conform to SAE J381, *Windshield Defrosting Systems Test Procedure and Performance Requirements – Trucks, Buses, and Multipurpose Vehicles*.**
- C. **The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and step well may be the recirculating air type.**
- D. Exception: Type A vehicle, Auxiliary fan is not required.

#### **41 42. Doors.**

- A. Service Door.
  - 1. Service door shall be manually or power-operated, under control of driver, and so designed as to afford easy release and prevent accidental opening. No parts shall come together so as to shear or crush fingers.
  - 2. Service door shall be located on right side of bus opposite driver and within his direct view.

3. Service door shall have minimum horizontal opening of 24 inches and minimum vertical opening of 68 inches.
4. Service door shall be of split-type, outward opening type.
5. All door glass shall be approved safety glass. Bottom of lower glass panel shall not be more than 10 inches from the bottom of the door. Top of upper glass panel shall not be more than ~~six~~ **three** inches from top of door.
6. Vertical closing edges shall be equipped with flexible material to protect children's fingers.
7. All doors shall be equipped with padding at the top of each door opening. Pad shall be at least three inches wide and one-inch thick and extend the full width of the door opening.

B. Rear Emergency Door Type B, C, and D vehicles.

1. Emergency door shall be located in center of rear end of bus.
2. Rear emergency door shall have minimum horizontal opening of 24 inches and minimum vertical opening of 45 inches measured from floor level.
3. Rear emergency door shall be hinged on right side and shall open outward and be equipped with an adequate strap or stop to prevent door from striking lamps or right rear of body. Such strap or stop shall allow door to open at least at a 90-degree angle from closed position.

Exception: Type D vehicles with rear engines – Emergency door shall be located on the left side, shall be hinged on the front side and open outward. Door shall meet all requirements of FMVSS 217, 49 § 571.217.

4. ~~Upper portion of rear emergency door shall be equipped with approved safety glass, exposed area of which shall not be less than 400 square inches. Lower portion of door shall be equipped with approved safety glass, area of which shall not be less than 12 inches in height and 20 inches in width. This glass shall be protected by a metal guard on the inside. This guard shall be free of any sharp edges that may cause injury to passengers.~~

4. **The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least 400 square inches. The lower portion of the rear emergency door on Types A, B, C and D vehicles shall be equipped with a minimum of 240 square inches of approved safety glazing.**
5. There shall be no steps leading to emergency door.
6. When not fully latched, emergency door shall actuate signal audible to driver by means of mechanism actuated by latch.
7. Words "EMERGENCY DOOR," both inside and outside in black letters two inches high, painted or vinyl, shall be installed directly above emergency door. Words may be placed on the top of door outside if space is available.
8. The emergency door shall be designed to open from inside and outside bus. It shall be equipped with a slide bar and cam-operated lock located on left side of door and fastened to the door framing.

The slide bar shall be approximately 1 ¼ inches wide and 3/8 inch thick and shall have a minimum stroke of 1 ¼ inches. The slide bar shall have a bearing surface of a minimum of ¾ inch with the door lock in a closed position. Control from driver's seat shall not be permitted. Provision for opening from outside shall consist of non-detachable device so designed as to prevent hitching-to, but to permit opening when necessary. Door lock shall be equipped with interior handle and guard that extend approximately to center of door. It shall lift up to release lock.

9. All doors shall be equipped with padding at the top edge of each door opening. Pad shall be at least three inches wide and one inch thick and extend the full width of the door opening.

C. Rear emergency door, Type A vehicles.

1. Emergency door shall be located in center of rear end of bus and shall be equipped with fastening device for opening from inside and outside body, which may be quickly released but is designed to offer protection against accidental release. Control from driver's seat shall not be permitted. Provision for opening from outside shall consist of device designed to prevent hitching-to but to permit opening when necessary.



2. When not fully closed, emergency door shall actuate signal audible to driver.
  3. Emergency door shall be marked "EMERGENCY DOOR" on inside and outside in painted or vinyl black letters two inches high immediately above the emergency door.
  4. There shall be no steps leading to emergency door.
  5. No seat or other object shall be placed in bus which restricts passageway to emergency door to less than 12 inches.
  6. All doors shall be equipped with padding at the top edge of each door opening. Pad shall be at least three inches wide and one inch thick and extend the full width of the door opening.
- D. Security locking system. A locking system designed to prevent vandalism, which is approved by the Pupil Transportation Service, Department of Education, may be installed provided it is equipped with an interlock in the chassis starting circuit and an audible alarm to indicate to the driver when an emergency exit is locked while the ignition is in the "on" position. A cutoff switch on the interlock circuit or a lock and hasp on emergency exits shall not be permitted.

#### **42 43. Emergency equipment.**

- A. Fire Extinguisher.
1. The bus shall be equipped with one dry-chemical fire extinguisher of at least five-pound capacity with pressure indicator, mounted in extinguisher manufacturer's bracket of automotive type, and located in full view and in an accessible place in the front of the bus.
  2. Fire extinguisher shall bear label of Underwriters' Laboratories, Inc., showing rating of not less than 2A 10-B C.
  3. **The fire extinguisher shall have a rating of 2-A:10-BC, or greater. The operating mechanism shall be secured with a type of seal that will not interfere with the use of the fire extinguisher.**
  4. Fire extinguisher shall have aluminum, brass, or steel valves, heads, check stems, siphon tubes, levers, safety pins, chain, handles and metal hanging brackets. Plastic shall not be used for those named parts.

B. First Aid Kit.

1. Bus shall carry Grade A metal first-aid kit, unit-type, mounted in full view and in accessible place in the front of the bus and identified as a first-aid kit.

2. The first-aid kit shall contain the following items:

Item	Unit
Bandage compress (sterile gauze pads) 4-inch	3
Bandage compress (sterile gauze pads) 2-inch	2
Adhesive absorbent bandage (nonadhering pad) 1 x 3 inch	2
Triangular bandage, 40-inch	2
Gauze bandage, 4 inch	2
Absorbent-gauze compress	1
Antiseptic applicator (swab type) 10 per unit (Zephiran Chloride/Green Soap type)	2
Bee sting applicator (swab type) 10 per unit	1
<b>Pair medical examination gloves</b>	<b>1</b>
<b>Mouth-to-mouth airway</b>	<b>1</b>

C. Warning Devices

1. Bus shall be equipped with a kit containing three reflectorized triangular warning devices meeting requirements FMVSS 125, 49 CFR § 571.125.
2. Kit shall be securely mounted.

D. Body Fluid Clean-up Kit

1. Each bus shall carry a Grade A metal or rigid plastic kit, mounted in an accessible place and identified as a body fluid clean-up kit with a directions for use sheet attached to the inside cover.
2. The kit shall be moisture proof and properly mounted or secured in a storage compartment.
3. Contents shall include, but not be limited to, the following items:
  - a. One pair non-latex gloves
  - b. One pick-up spatula or scoop

- c. One face mask
  - d. Infectious liquid spill control powder
  - e. Anti-microbial hand wipes – individually wrapped
  - f. Germicidal disinfectant wipes – tuberculocidal
  - g. Plastic disposal bag with tie
- B. Seat Belt Cutter
- ~~1. Buses with installed seat belts for passengers shall also be equipped with a Seat Belt Cutter, installed in the driver's area.~~
  - 1. Each bus shall be equipped with a durable webbing cutter having a full width handgrip and a protected, replaceable or non-corrodible blade. The required belt cutter shall be mounted in a location accessible to the seated driver in an easily detachable manner.**

#### **43 44. Emergency exits.**

- A. Each emergency exit shall comply with FMVSS 217, 49 CFR § 571.217, regarding the number of exits, types of exits and location of exits based on the capacity of the vehicle.
- 1. Side Emergency exit doors
    - a. A dedicated aisle of at least 12 inches in width, referenced to the rear of the emergency exit door is required.
    - b. Side emergency exit doors shall be hinged on the forward edge.
    - c. When not fully latched, side emergency exit door shall actuate a signal audible to the driver by means of a mechanism actuated by the latch when the ignition switch is on.
    - d. A security locking system designed to prevent vandalism may be installed provided it meets all specifications of Item 42 D.

2. Roof exits/vents

- a. All vehicles shall be equipped with a minimum of one emergency roof exit/vent approved by the Department of Education.
- b. When not fully latched, this exit shall actuate a signal audible to the driver by means of a mechanism actuated by the latch when the ignition switch is on.
- c. A roof exit/vent security locking system designed to prevent vandalism may be installed provided it meets all specifications of Item 42 D.
- d. When a single roof exit is installed, it shall be located as near as practicable to the longitudinal midpoint of the passenger compartment, and shall be installed such that the centerline of the hatch is on the longitudinal centerline of the bus.
- e. If two roof exits are utilized, they shall be located as near as practicable to the points equidistant between the longitudinal midpoint of the passenger compartment and the front and the rear of the passenger compartment.

NOTE: No removal or cutting of any roof structural component shall occur during installation. If the installation required by subdivisions 2 d and 2 e of this section cannot be accomplished as described, then prior approval by the Department of Education will be required through a written request from the local school division.

- f. Roof exits/vents shall have rustproof hardware.
- g. Roof exits/vents shall be hinged in the front and be equipped with an outside release handle.

3. Emergency exit windows.

- a. Push-out emergency windows are permissible, if required by FMVSS 217, 49 CFR § 571.217.

- b. When not fully latched, the emergency exit window shall actuate a signal audible to the driver by means of a mechanism actuated by the latch.
- c. No emergency exit window shall be located directly in front of a side emergency exit door.

**44 45. Floor covering.**

- A. Floor in under seat area, including tops of wheel housings, driver's compartment and toe board shall be covered with fire-resistant rubber floor covering or an approved equivalent, having minimum overall thickness of .125 inch. Driver's compartment and toe board area shall be trimmed with molding strips behind the cowl face line.
- B. Floor covering in aisle shall be of aisle-type fire resistant rubber or an approved equivalent, nonskid, wear-resistant and ribbed. Minimum overall thickness shall be .1875 inch measured from tops of ribs **and have a calculated burn rate of 0.1 or less, using the test methods, procedures and formulas listed in FMVSS No. 302.** Rubber floor covering shall meet federal specifications ZZ-M71d.
- C. Floor covering shall be permanently bonded to floor, and shall not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be of the type recommended by manufacturer of floor-covering material. All seams shall be sealed with waterproof sealer.
- D. All floor covering seams shall be covered with trim and fastened with screws.
- E. **On Types B, C, and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the fuel tank sending unit and/or fuel pump. This plate shall not be installed under flooring material.**

**45 46. Handrails**

**At least 1 handrail shall be installed. The handrail(s) shall assist passengers during entry or exit, and shall be designed to prevent entanglement, as evidenced by the passing of the NHTSA string and nut test.**

**45 47. Heaters.**

- A. Hot water heaters of fresh air or combination fresh air and recirculating type, with power defrosters, are required.

- B. Heaters shall bear nameplate rating affixed by heater manufacturer on top of heater shell.
- C. Heaters shall be capable of maintaining inside temperature of 50° F, with an outside temperature of 20° F when the bus is loaded to one-half capacity.
- D. The heater wiring shall be connected to the cold side of the ignition switch through a continuous duty solenoid relay.
- E. The power defroster shall deliver a sufficient amount of heated air distributed through a windshield duct, nozzle or nozzles to defog and de-ice the entire windshield, and to defog the driver's window. The duct, nozzle, or nozzles shall be designed to prevent objects from being placed in any manner that would obstruct the flow of air.
- F. Water circulation cut-off valves in the supply and return lines, a minimum of  $\frac{3}{4}$  inch diameter, shall be at or near the engine. A water flow-regulating valve in the pressure line for convenient operation by the driver is also required. All valves shall be  $\frac{1}{4}$  turn ball type.
- G. Heater hoses, including those in engine compartment, shall be supported in such manner that hose chafing against other objects will not occur nor shall suspended water lines interfere with routine vehicle maintenance.
- H. All water hoses in driver or passenger area shall be shielded.
- I. An auxiliary heater of recirculating type, having a minimum capacity of 60,000 BTU output, shall be installed under the second seat behind the wheel housing. There shall be a grille or guard over exposed heater cores to prevent damage by pupils' feet.
- J. Exception: Type A and D vehicles.
  - 1. Front heater with high output and defroster shall be furnished by the chassis manufacturer.
  - 2. The body manufacturer shall provide an additional under seat heater near the rear of the bus.
- K. All heater cores shall be the coiled tubing fin type approved by the Department of Education.

#### 48. Hinges

**All exterior metal door hinges shall be designed to allow lubrication to be channeled to the center 75% of each hinge loop without disassembly, unless they are constructed of stainless steel, brass or non-metallic hinge pins or other designs that prevent corrosion.**

#### 46 49. Identification of school buses.

- A. For purposes of identification, school buses shall be lettered as follows:
1. Lettering shall be placed according to Diagrams 7 and 8. Lettering shall be of black paint or vinyl and conform to “Series B” for Standard Alphabets for Highway Signs.
  2. Both the front and rear of the body shall bear the words, “SCHOOL BUS” in black letters eight inches in height.
  3. All school buses shall have a black painted or vinyl number four inches high on the rear of the body, on the right side just back of the entrance door, and on the left side just back of the warning sign. The number shall also be placed on the front of the bus in a location approved by the Department of Education. **Symbols or letters are not to exceed 64 square inches of total display near the entrance door, displaying information for identification by the students of the bus or route served.**
  4. The name of the school division shall be on each side of the bus in black letters four inches high – as “... COUNTY PUBLIC SCHOOLS,” OR “....CITY PUBLIC SCHOOLS.”
  5. Options:
    - a. The bus number may be placed in the center of the bus roof with black (12-inch minimum) numbers.
    - b. A black number (four-inch maximum) may be placed on the inside rear header. It shall not interfere with emergency door lettering.
    - c. **Identification of fuel type in 2 inch lettering adjacent to the fuel filler opening.**

**47 50. Inside height.**

- A. Inside body height shall be 72 inches or more, measured metal to metal, at any point on longitudinal center line from front vertical bow to rear vertical bow.
- B. Exception: Type A conversion van – Inside body height shall be 62 inches minimum.

**48 51. Insulation.**

- A. Ceilings and walls shall be coated with proper materials to deaden sounds and to reduce vibrations to a minimum. Fiberglass thermal insulation (minimum R-value of 5.5) shall be used to insulate walls and roof between inner and outer panels.

**49 52. Interior.**

- A. Interior of bus shall be free of all unnecessary projections likely to cause injury. This standard requires inner lining on ceilings and walls. Ceiling panels shall be constructed so as to contain lapped joints with all exposed edges hemmed to minimize sharpness. If lateral panels are used, forward panels shall be lapped by rear panels.

**50 53. Lights and Signals.**

- A. No lights or signals other than specified here shall be installed on school buses, except those required by federal regulations. All lights and reflectors shall be approved by the Superintendent, Department of State Police, Commonwealth of Virginia.
  - 1. Clearance lights. Body shall be equipped with two red clearance lamps at rear, two amber clearance lamps at front, and intermediate side marker lamps on buses 30 feet or more in length controlled by headlight switch. They ~~shall~~ **may** be of armour type.
  - 2. Identification lamps. Three amber lamps shall be mounted on front and three red lamps on rear of body controlled by the headlight switch.
  - 3. Stop and tail lamps. Bus shall be equipped with two matched stop and tail lamps of heavy duty type, which shall be in combination, emitting red light plainly visible from a distance of at least 500 feet to rear, and mounted on rear end with their centers not less than 12 nor more than 24 inches from plane side of body, and not less than six nor more than 18 inches below D-glass in rear of body. They



shall be approximately seven inches in diameter or, if a shape other than round, a minimum 38 square inches of illuminated area and shall meet SAE specifications. These lights shall be on the same horizontal line with the turn signal units and shall not flash.

4. ~~Back up lamps. Back up lamps shall be mounted on the rear of the body and shall be illuminated when the ignition switch is energized and reverse gear is engaged.~~ **The bus body shall be equipped with 2 white rear backup lamps that are at least 4 inches in diameter or, if a shape other than round, a minimum of 12 square inches of illuminated area and shall meet FMVSS No. 108. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.**
5. Interior lamps. Interior lamps shall be provided which adequately illuminate aisles and step well.
6. Turn signal units. Bus shall be equipped with Class A, flashing turn signal units of heavy-duty type. These signals shall be independent units equipped with amber lenses on all faces. The turn signals/directional signal units shall activate only when ignition is in "on" position. A pilot light or lights shall indicate when these lights are activated. The front lights shall be mounted near the front corners of chassis on each side. The rear lights shall be seven inches in diameter, or if a shape other than round, the lights must be 38 square inches in area and mounted not less than six nor more than 18 inches from plane of the side of the body and not less than six nor more than 18 inches below D-glass in rear of body. They shall be on the same horizontal line with the stop and tail lights required in 3 above. Turn signal lens shall contain directional arrows made into the lens or light.
  - a. In addition to the turn signals described above, two amber lenses metal turn signal lamps of armour-type with a minimum of four candlepower each shall be mounted on the body side at approximate seat level height and located just to the rear of the entrance door on the right side of the body and approximately the same location on the left side. They are to be connected to and function with the regular turn signal lamps. Such lamps shall provide 180° angle vision and if painted, they shall be black.
  - b. Exception: Type A – Turn signals shall be chassis manufacturer's standard.

7. Hazard warning signal. The turn signal units shall also function as the hazard warning system. The system shall operate independently of the ignition switch and, when energized, shall cause all turn signal lamps to flash simultaneously.
8. Reflex reflectors. (Class A) Two amber lights and two amber reflectors (they may be combined) shall be mounted, one on each side, near the front of the chassis. Two three-inch red reflectors shall be mounted, one on each side near the rear of the body and two three-inch red reflectors shall be mounted on the rear above the bumper. Two intermediate amber three-inch reflectors, one on each side near the middle of the bus, shall be mounted on buses 30 feet or more in length. They shall be mounted on panel above floor line rub rail.
9. School bus traffic warning lights.
  - a. Buses shall be equipped with four red lights and four amber lights. One amber light shall be located near each red light, at the same level, but closer to the vertical centerline of the bus. All lights shall comply with SAE standards for school bus warning lamps.
  - b. The traffic warning light system shall be wired so that the amber lights are activated manually by a hand operated switch. When door is opened, amber lights will be automatically deactivated and red lights, warning sign with flashing lights and crossing control arm shall be activated. When door is closed, all lights shall be deactivated. No lights shall come on when door is reopened unless the manual switch is depressed. There shall also be a cancellation switch in case lights are accidentally activated or when no stop needs to be made.
  - c. The control circuit shall be connected to the cold side of the ignition switch with the master push button cancel switch mounted on the accessory console, clearly distinguished, visible and accessible to the driver.
  - d. The flasher and the relay shall be fastened in a compartment in the driver area and be easily accessible for servicing. The location of the flasher shall be approved by the Department of Education.

- e. System shall contain an amber pilot light for amber lamps and a red pilot light for red lamps, clearly visible to the driver, to indicate when system is activated.
  - f. A three-inch black painted border around the lamps is required if not equipped with a black painted housing.
  - g. All electrical connections shall be soldered or connected by an acceptable SAE method.
  - h. All switches and pilot lights shall be properly identified by labels.
  - i. There shall be an interrupt feature in the system to interrupt the traffic warning sign and the crossing control arm when their use is not desired. This feature shall consist of a double throw relay and a push button momentary switch.
  - j. Manual switch, cancel switch and interrupt switch shall be push button or flip-type momentary switches.
10. School bus traffic warning sign must conform to FMVSS 131.
- a. Warning sign shall be mounted on the left side near the front of the bus immediately below the window line.
  - b. Sign shall be of the octagon series, 18 inches in diameter, and be equipped with wind guard. The sign shall have a red background with a ½ inch white border, and the word “STOP” on both sides in white letters, six inches high and one inch wide. The sign shall be reflective.
  - c. Sign shall have double-faced alternately flashing red lights, four inches in diameter, located at the top and bottom most portions of the sign, one above the other.
  - d. The sign shall be connected and energized through the red traffic warning lamps.
  - e. Air operated signs require air pressure regulator in addition to control valve. Source of supply shall be the main air tank with a pressure protection valve at the tank.
  - f. Sign and components shall comply with all provisions of SAEJ 1133.

11. School bus crossing control arm.
  - a. An approved crossing control arm shall be mounted on the right end of the front bumper with mounting brackets appropriate for the bumper configuration.
  - b. The arm shall be activated in conjunction with the traffic warning sign.
  - c. The arm when in the stored position shall have a magnetic or other suitable latch to secure the arm against the bumper.
  - d. Source of supply for air-operated arms shall be the main air supply tank with pressure protection valve at tank.
  - e. Appropriate grommets or a loom shall be used where wires or tubes go through holes in bumper and firewall.
12. Strobe warning light.
  - a. A white flashing strobe light shall be installed on the center rear one-third portion of the roof a minimum of 42 inches from the rear of the roof edge, located aft of the rearmost roof hatch. Light shall have a single clear lens emitting light 360 degrees around its vertical axis. A manual switch and a pilot light must be included to indicate when the light is in operation.
  - b. The strobe light shall operate when the bus transports students during periods of reduced visibility caused by atmospheric conditions other than darkness. These lights may also be used anytime the bus is transporting school children.

**51-54. Metal treatment.**

- A. All metal parts that will be painted shall be chemically cleaned, etched, zinc-phosphate-coated, and zinc-chromate or epoxy-primed or conditioned by equivalent process.

**52 55. Mirrors.**

- A. Interior rearview mirror at least 6 x 30 inches, metal encased safety glass of at least 1/8 inch thickness, which will afford good view of pupils and roadway to rear and shall be installed in such a way that vibration will be reduced to a minimum. It shall have rounded corners and protected edges.

- B. Exception: Type A - Interior mirror to be 6 x 16 inches.
- C. All buses shall have a mirror system that conforms to FMVSS 111, 49 CFR § 271.111 as amended.
- D. Thermostatically controlled heated exterior mirrors are permissible.
- E. Motorized exterior mirrors may be used.

**53 56. Mounting.**

- A. Chassis frame shall extend to rear edge of rear body cross member. Bus body shall be attached to chassis frame in such manner as to prevent shifting or separation of body from chassis under severe operating conditions.
- B. Body front shall be attached and sealed to chassis cowl in such manner as to prevent entry of water, dust, and fumes through joint between chassis cowl and body.
- C. Insulating material shall be placed at all contact points between body and chassis frame **on Types A, B, C and D buses**. Insulating material shall be approximately ¼ inch thick and shall be so attached to chassis frame or body member that it will not move under severe operating conditions.
- ~~D. Exception: Type A Standard does not apply.~~

**54 57. Openings.**

- A. Any openings in body or front fenders of chassis resulting from change necessary to furnish required components shall be sealed. (See Item 21 and Item 40 K.)

**55 58. Overall length.**

- A. Overall length of bus shall not exceed 40 feet.

**56 59. Overall width.**

- A. Overall width of bus shall not exceed 100 inches, including traffic-warning sign in closed position. Outside rearview mirrors are excluded.

**57 60. Rub Rails.**

- A. There shall be one rub rail located on each side of the bus at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side, or to the front corner of the bus body.
- B. There shall be one additional rub rail located on each side at, or no more than 10 inches above, the floor line. The rub rail shall cover the same longitudinal area as the upper rub rail, except at the wheel housings, and it shall extend only to the radii of the right and left rear corners.
- C. Both rub rails shall be attached at each body post and at all other upright structural members.
- D. Each rub rail shall be four inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion.
- E. Both rub rails shall be applied outside the body or outside body posts. (Pressed-in or snap-on rub rails do not satisfy this requirement.) For Type A-1 vehicles using the body provided by the chassis manufacturer or for types A-2, B, C and D using the rear luggage or rear engine compartment, rub rails need not extend around the rear corners.
- F. There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.

**58 61. Seat belt for driver.**

- A. A locking retractor type 2-lap belt/shoulder harness seat belt shall be provided for the driver. Each belt section shall be booted so as to keep the buckle and button-type latch off the floor and within easy reach of the driver. Belt shall be anchored in such a manner or guided at the seat frame so as to prevent the driver from sliding sideways from under the belt.

**59 62. Seats.**

- A. All seats shall have minimum depth of 14 inches.
- B. In determining seating capacity of bus, allowable average rump width shall be 13 inches. (See Item 35.)
- C. All seats shall conform to FMVSS 222.

- D. Seating plans for buses with wheelchair positions see Item 76 and Item 81. All school bus seating shall be of a three (3) to three (3) arrangement with the exception of the last row seat to the left of any rear emergency door. This seat shall be of a maximum width of 26" limiting it to two (2) passengers. There shall be provided a full width barrier in front of each seating position. Type D, Rear engine buses shall be exempt from the last row requirements.
- E. Floor track seat securement may be used.
- F. Passenger seat cushion retention system shall be employed to prevent passenger seat cushions from disengaging from seat frames in event of accident. Each seat cushion retention system shall be capable of withstanding vertical static load equal to minimum of five times weight of cushion. System shall also be capable of withstanding forward or rearward static load equal to 20 times weight of cushion.
- G. No bus shall be equipped with jump seats or portable seats. (See Item 89.)
- H. Seat spacing shall ~~provide a minimum of 25-inch knee room at center of seat, when measured horizontally from back to back, at cushion level.~~ **meet FMVSS 222.**
- I. Seat and back cushions of all seats shall be designed to safely support designated number of passengers under normal road conditions encountered in school bus service. Covering of seat cushions shall be of material having 42 ounce finished weight, 54 inch width, and finished vinyl coating of 1.06 broken twill. Material on polyester drill and polyester cotton twill knit backing with equal vinyl coating which meets or exceeds the laboratory test results for the 42 ounce 1.06 covering may be used. Padding and veering on all seats shall comply with provisions of FMVSS 302, 49 CFR § 571.302.
- J. Minimum distance between steering wheel and backrest of driver's seat shall be 11 inches. Driver's seat shall have fore-and-aft adjustment of not less than four inches and up and down adjustment of three inches. It shall be manually adjustable and strongly attached to floor.
- K. Minimum of 36-inch headroom for sitting position above top of undepressed cushion line of all seats shall be provided. Measurement shall be made vertically not more than seven inches from sidewall at cushion height and at fore-and-aft center of cushion.
- L. Backs of all seats of similar size shall be of same width at top and of same height from floor and shall slant at same angle with floor.

- M. Seat back heights shall be between 19 and 24 inches measured from cushion level.

**60 63. Barrier.**

- A. A padded barrier shall be installed at rear of driver's seat in such a position as not to interfere with adjustment of driver's seat.
- B. A padded barrier shall be installed at rear of entrance step well. Barrier to coincide with length of the right front seat cushion with minimum width of 26 inches and shall have a modesty panel to extend from bottom of barrier to floor.

**61 64. Steps.**

- A. First step at service door shall be not less than 10 inches and not more than 14 inches from ground, based on standard chassis specifications.
- B. Service door entrance may be equipped with two-step or three-step step well. Risers in each case shall be approximately equal.
- C. Steps shall be enclosed to prevent accumulation of ice and snow.
- D. Steps shall not protrude beyond side bodyline.
- E. Grab handle not less than 20 inches in length shall be provided in unobstructed location inside doorway, but shall not be attached so that it will interfere with the opening of the glove compartment door. This handle shall be designed to eliminate exposed ends that would catch passenger clothing and shall be so placed in a position to aid small children entering the bus.
- F. Step covering. All steps, including floor line platform area, shall be covered with 3/16 inch rubber metal-backed treads with at least 1 ½ inch white nosing (or three inch white rubber step edge with metal back at floor line platform area).
  - 1. Step tread minimum overall thickness shall be 3/16 inch.
  - 2. Backing of tread shall be permanently bonded to rubber no-slip surface.
  - 3. 3/16 inch step tread shall have a 1 ½ inch white nosing as integral piece without any joint.



4. Rubber portion of step treads shall have following characteristics:
  - a. Special compounding for good abrasion resistance and high co-efficient of friction.
  - b. Flexibility so that it can be bent around a ½ inch mandrel both at 20° F and 130° F without breaking, cracking, or crazing.
  - c. Show a durometer hardness 85 to 95.
  - d. Have the surface constructed in a manner to prevent slippage.

**62 65. Stirrup Steps.**

~~A. — There shall be one folding stirrup step and suitably located handle on each side of front of body for easy accessibility for cleaning windshield and lamps.~~

~~B. — Exception: Type A vehicles — Standard does not apply.~~

**If the windshield and lamps are not easily accessible from the ground, there may be at least 1 folding stirrup step or recessed foothold installed on each side of the front of the body for easy accessibility for cleaning. There also may be a grab handle installed in conjunction with the step. Steps are permitted in or on the front bumper in lieu of the stirrup steps if the windshield and lamps are easily accessible for cleaning from that position.**

**63 66. Storage and luggage compartments.**

- A. Vehicles may be equipped with luggage compartments or tool compartments in the body skirt provided they do not reduce ground clearance to less than 14 ½ inches from bottom of compartment and that the addition of the compartments does not exceed the vehicles' GVWR.

**64 67. Sun Shield.**

- A. Interior adjustable transparent sun shield, darkest shade available, not less than 6 x 30 inches shall be installed in position convenient for use by driver.
- B. Exception: Type A vehicles – Manufacturer's standard is acceptable.

**65 68. Tail pipe.**

- A. Tail pipe shall extend to but not more than ~~1~~<sup>1</sup>/<sub>2</sub> 2 inches beyond outer edge of rear bumper. (See Item 12 B.)

**69. Trash Container and Hold Device**

**When requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement. It shall be soft, pliable, and installed in an accessible location in the driver's compartment, not obstructing passenger access to the entrance door.**

**66 70. Undercoating.**

- A. Entire underside of bus body, including floor sections, cross members, and below floor line side panels, shall be coated with rust-proofing compound for which compound manufacturer has issued notarized certification of compliance to bus body building that compounds meet or exceed all performance requirements of Federal Specification TT-C-520 b using modified test procedures for following requirements:
  - 1. Salt spray resistance – pass test modified to 5.0% salt and 1,000 hours
  - 2. Abrasion resistance - pass
  - 3. Fire resistance - pass
- B. Undercoating compound shall be applied with suitable airless or conventional spray equipment to recommended film thickness and shall show no evidence of voids in cured film. Undercoating is expected to prevent rust under all bus service conditions for minimum of five years.

**67 71. Ventilation and air conditioning.**

- A. Body shall be equipped with suitable, controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without opening of windows except in extremely warm weather.
- B. Static-type, non-closable, exhaust roof ventilators shall be installed in low-pressure area of roof panel.

- C. Air conditioning units may be installed on an optional basis. Application requires heavier electrical components and assessment by the Department of Education, on an individual unit basis.
- D. **Auxiliary fans shall meet the following requirements:**
  - 1. **Fans for left and right sides of the windshield shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct vision to any mirror. Note: Type A buses may be equipped with one fan;**
  - 2. **Fans shall have 6-inch (nominal) diameter; and**
  - 3. **Fan blades shall be enclosed in a protective cage. Each fan shall be controlled by a separate switch.**

**68 72. Water test.**

- A. Each and every school bus body, after it is mounted on chassis ready for delivery, shall be subjected to a thorough water test in which water under pressure equal to a driving rain is forced against the entire bus body from various directions. Any leaks detected are to be repaired before the bus is declared ready for delivery.

**69 73. Wheel housings.**

- A. Wheel housings shall be of full open type.
- B. Wheel housings shall be designed to support seat and passenger loads and shall be attached to floor sheets in such manner as to prevent any dust or water from entering the body. **Wheel housings shall be constructed of 16-gauge (or thicker) steel.**
- C. Inside height of wheel housings above floor line shall not exceed ~~10~~**12** inches.
- D. **No part of a raised wheel housing shall extend into the emergency door opening.**
- E. Wheel housings shall provide clearance for dual wheels as established by National Association of Chain Manufacturers. Mounting of housings in the wheel area must be free of protruding screws and bolts.
- F. Exception: Type A vehicles – Standard does not apply to conversion vans.

**70 74. Windshield and Windows.**

- A. All glass in windshield, windows, and doors shall be of approved safety glass, so mounted that permanent mark is visible, and of sufficient quality to prevent distortion of view in any direction. Windshield shall be AS1 and all other glass shall be AS2.
- B. Plastic glazing material of a thickness comparable to AS2 glass, meeting ANSI Standard Z 26.1 and FMVSS 205, 49 CFR § 571.205, may be used in side windows behind the driver's compartment.
- C. Windshield shall have horizontal shade band consistent with SAE J-100 or have full tinted glass.
- D. Each full side window shall provide unobstructed emergency opening at least nine inches high and 22 inches wide, obtained either by lowering of window or by use of knock-out type split-sash windows.
- E. Approved tinted glass or plastic glazing material may be used.
- F. **Type A-2 – Per manufacturer's specifications.**

**71 75. Windshield washers.**

- A. Windshield washers meeting federal requirements shall be provided and shall be controlled by a switch located on instrument panel. Reservoir shall be mounted outside passenger compartment.

**72 76. Windshield wipers.**

- A. Bus shall be equipped with variable-speed windshield wipers of air or electric-type powered by a motor or motors of sufficient power to operate wipers.
- B. Blades and arms shall be of such size that minimum blade length will be 12 inches with longer blades being used whenever possible.
- ~~C. Wiper motor and arm linkage shall be shielded to prevent objects from being placed against them.~~
- C. **The wipers shall meet the requirements of FMVSS No. 104, Windshield Wiping and Washing Systems.**

### **73 77. Wiring.**

- A. All wiring shall conform to current standards of Society of Automotive Engineers.
- B. Circuits
  - 1. Wiring shall be arranged in at least 12 regular circuits as follows:
    - a. Head, tail, stop (brake), and instrument panel lamps
    - b. Clearance lamps
    - c. Dome and step well lamps
    - d. Starter motor
    - e. Ignition
    - f. Turn-signal units
    - g. Alternately flashing red signal lamps
    - h. Horns
    - i. Heater and defroster
    - j. Emergency door buzzer
    - k. Auxiliary fan
    - l. Booster pump
  - 2. Any of the above combination circuits may be subdivided into additional independent circuits.
  - 3. Whenever possible, all other electrical functions (such as electric-type windshield wipers) shall be provided with independent and properly protected circuits.
  - 4. Each body circuit shall be color-coded or numbered and a diagram of the circuits shall be attached to the body in a readily accessible location.
- C. A circuit breaker shall be provided for each circuit except starter motor and ignition circuits.

- D. A continuous duty solenoid relay operated by the ignition switch, for Circuits i, j, k, and l.
- E. All wires within body shall be insulated and protected by covering of fibrous loom (or equivalent) that will protect them from external damage and minimize dangers from short circuits. Whenever wires pass through body member, additional protection in form of appropriate type of insert shall be provided.
- F. All light circuits shall be such as to provide, as nearly as possible, bulb design voltage at light bulb terminals.
- G. Wires shall be fastened securely at intervals of not more than 24 inches. All joints shall be soldered or jointed by equally effective connectors.
- H. Buses using multiplexed electrical systems may meet the intent of these specifications without the use of specified equipment, subject to the approval of the Department of Education.
- I. **There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off type that deactivates body equipment that produces noise, including, at least, the AM/FM radio, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers or lighting systems.**

## **SPECIFICATIONS FOR LIFT-GATE SCHOOL BUSES**

### **74 78. General Requirements.**

- A. School buses or school vehicles designed for transporting children with special transportation needs shall comply with Virginia's standards applicable to school buses and Federal Motor Vehicle Safety Standards as applicable to their GVWR category.
- B. Any school bus that is used for the transportation of children, who are confined to a wheelchair or other restraining devices that prohibit use of the regular service entrance, shall be equipped with a power lift, unless a ramp is needed for unusual circumstances.
- C. Lift shall be located on the right side of the body, in no way attached to the exterior sides of the bus but confined within the perimeter of the school bus body when not extended.

**75 79. Aisles.**

- A. All aisles leading to the emergency door from wheelchair area shall be a minimum of 30 inches in width. **A wheelchair securement position shall never be located directly in front of (blocking) a power lift door location.**

**76 80. Communications.**

- A. Special education buses shall be equipped with a two-way communication system. (See Item 38 A.)

**77 81. Fastening devices.**

- A. Unless otherwise specified below, fastening devices shall conform to FMVSS 222, 49 CFR § 571.222, as amended.
  - 1. Wheelchair fastening devices shall be provided and attached to the floor or walls or both to enable securement of wheelchairs in the vehicle. The devices shall be of the type that requires human intervention to unlatch or disengage. The fastening devices shall be designed to withstand forces up to 3,000 pounds per tie down leg or clamping mechanism or 12,000 pounds total for each wheelchair.
  - 2. Additional fastening devices may be needed to assist the student due to the many different configurations of chairs and exceptionalities.

**78 82. Heaters.**

- A. An additional heater shall be installed in the rear portion of the bus behind wheel wells as required in Item 53 I, except a 50,000 minimum BTU heater may be used in bodies originally designed for 31-66 passenger capacity and 34,000 minimum BTU heater may be used in bodies of 30 passengers or less. Hose to rear heater, when under body shall be encased in metal tube.

**79 83. Identification.**

- A. Buses with wheelchair lifts used for transporting children with physical disabilities shall display universal handicapped symbols located on the front and rear of the vehicle below the window line. Such emblems shall be white on blue, shall be a minimum of nine inches and a maximum of 12 inches in size, and ~~shall be reflectorized~~ **shall be of a high-intensity retro reflective material meeting the requirements of Federal High**

**Administration (FHWA) FP-85, *Standard Specifications for Construction of Roads and Bridges on Federal Highway Projects*.** They shall be placed so as not to cover lettering, lamps or glass.

**84. Passenger Capacity Rating.**

**In determining the passenger capacity of a school bus for purposes other than actual passenger load (e.g., vehicle classification or various billing/reimbursement models), any location in a school bus intended for securement of a wheelchair during vehicle operation shall be regarded as four designated seating positions, and each lift area shall count as four designated seating positions.**

**80 85. Power Lift.**

- A. Lifting mechanism shall be able to lift minimum payload of 800 pounds. A clear opening and platform to accommodate at least a 30-inch wide wheelchair shall be provided.
- B. When the platform is in the fully up position, it shall be locked in position mechanically and also shall have an additional support, or lug in the door to prevent the lift from resting against the door.
- C. Controls shall be provided that enable the operator to activate the lift mechanism from either inside or outside of the bus. There shall be a means of preventing the lift platform from falling while in operation due to a power failure.
- D. Power lifts shall be so equipped that they may be manually raised in the event of power failure of the power lift mechanism.
- E. Lift travel shall allow the lift platform to rest securely on the ground.
- F. All edges of the platform shall be designed to restrain wheelchair and to prevent operator's feet from being entangled during the raising and lowering process.
- G. Up and down movements of the lift platform shall be perpendicular to the plane of the bus body in all positions.
- H. A restraining device shall be affixed to the outer edge (curb end) of the platform that will prohibit the wheelchair from rolling off the platform when the lift is in any position other than fully extended to ground level.



- I. A self-adjusting, skid resistant plate shall be installed on the outer edge of the platform to minimize the incline from the lift platform to the ground level. This plate, if so designed, may also suffice as the restraining device described in subsection H above. The lift platform shall be skid resistant.
- J. A circuit breaker or fuse energized through the ignition side of the accessory solenoid shall be installed between power source and lift motor if electrical power is used.
- K. The lift mechanism shall be equipped with adjustable limit switches or bypass valves to prevent excessive pressure from building in the hydraulic system when the platform reaches the full up position or full down position.
- L. Handrails shall be required.
- M. Sharp or protruding edges or components shall be padded.
- N. A safety cutoff master switch may be installed.

**~~81~~ 86. Ramps.**

- A. When a power lift system is not adequate to load and unload students having special and unique needs, a ramp device may be installed.
  - 1. If a ramp is used, it shall be of sufficient strength and rigidity to support the special device, occupant, and attendants. It shall be equipped with a protective flange on each longitudinal side to keep special device on the ramp.
  - 2. Floor of ramp shall be of nonskid construction.
  - 3. Ramp shall be of weight and design, and equipped with handles, to permit one person to put ramp in place and return it to its storage place.

**~~82~~ 87. Regular service entrance.**

- A. In Type D vehicles, there shall be three step risers, of equal height, in the entrance well.
- B. An additional foldout step may be provided which will provide for the step level to be no more than six inches from the ground level.
- C. Three step risers in Type C vehicles are optional.

**83 88. Restraining devices.**

- A. Seat frames may be equipped with attachments or devices to which restraining harnesses or other devices may be attached. Attachment framework or anchorage devices, if installed, shall conform to FMVSS 210, 49 CFR § 571.210, **and FMVSS No. 213.0.**

**84 89. Seating arrangements.**

- A. Flexibility in seat spacing to accommodate special devices shall be permitted due to the constant changing of passenger requirements.
- B. There shall be a padded barrier forward of any standard seating position and between lift-gate and first seat to rear of lift-gate. A wheelchair position immediately forward of lift-gate shall have a barrier between lift and wheelchair. (See Item 60.)

**85 90. Special light.**

- A. Lights shall be placed inside the bus to sufficiently illuminate lift area and shall be activated from door area. An outside light to be activated when lift door is open and deactivated when lift door is closed is permissible.

**86 91. Special service entrance.**

- A. Bus bodies may have a special service entrance constructed in the body to accommodate a wheelchair lift for the loading and unloading of passengers.
- B. The opening to accommodate the special service entrance shall be at any convenient point on the right (curb side) of the bus and far enough to the rear to prevent the doors, when open, from obstructing the right front regular service door (excluding a regular front service door lift).
- C. The opening shall not extend below the floor level. Outboard type lifts shall be used.
- D. The opening, with doors open, shall be of sufficient width to allow the passage of wheelchairs. The minimum clear opening through the door and the lift mechanism shall be 30 inches in width.
- E. A drip molding shall be installed above the opening to effectively divert water from entrance.

- F. Entrance shall be of sufficient width and depth to accommodate various mechanical lifts and related accessories as well as the lifting platform.
- G. Doorposts and headers from entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for service doors.
- H. Special service entrance doors shall be equipped with padding at the top edge of the door opening. Pad shall be at least three inches wide and one inch thick and extend the full width of the door opening.

**87 92. Special service entrance doors.**

- A. A single door may be used if the width of the door opening does not exceed 43 inches.
- B. Two doors shall be used if any door opening would have to exceed 43 inches.
- C. All doors shall open outwardly.
- D. All doors shall have positive fastening devices approved by Pupil Transportation Services to hold doors in the open position.
- E. All doors shall be weather sealed and on buses with double doors, they shall be so constructed that a flange on the forward door overlaps the edge of the rear door when closed.
- F. When dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward mounted door shall have at least three-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. These locking devices shall afford maximum safety when the doors are in the closed position. The door and hinge mechanism shall be of a strength that will provide for the same type of use as that of a standard entrance door.
- G. Door materials, panels, and structural strength shall be equivalent to the conventional service and emergency doors. Color, rub rail extensions, lettering and other exterior features shall match adjacent sections of the body.
- H. Each door shall have windows set in a waterproof manner compatible within one inch of the lower line of adjacent sash.

- I. Doors shall be equipped with a device that will actuate a flashing visible signal located in the driver's compartment when doors are not securely closed and ignition is in "on" position.
- J. A switch shall be installed so that the lifting mechanism will not operate when the lift platform doors are closed.

**88 93. Special optional equipment.**

- A. Special seats for attendants may be installed on an optional basis. The location, restraints, and so forth shall be assessed and approved on an individual unit basis. All equipment shall be secured properly.

## Addendum

- A. Emergency Exit Requirements** – The use of the following tables is to determine the REQUIRED number and types of emergency exits to comply with this specification, based on the bus manufacturer's equipped seating capacity.

1. Use Table 1 if the bus contains a Rear Emergency Door.

**TABLE 1**  
**BUSES WITH REAR EMERGENCY DOOR**  
**(All Front Engine Buses)**

Available Combinations By Capacity	Manufacturers Equipped Capacity	Shall Have	And Shall Also Have		
		Roof Hatch	L. Side Emerg. Exit Windows	R. Side Emerg. Exit Windows	L. Side Emerg. Exit Door
1-45	1-45	1	0	0	0
46-70	46-70	2	1	1	0
	46-70	2	0	0	1
71-85	71-85	2	2	2	0
	71-85	2	0	0	1
86-93	86-93	2	2	2	0
	86-93	2	1	1	1

2. Use Table 2 if the bus contains a Rear Pushout Emergency Window AND a Left Side Emergency Door, as required by FMVSS No. 217 for school buses without a Rear Emergency Door.

**TABLE 2**  
**BUSES WITH REAR PUSHOUT WINDOW**  
**AND LEFT SIDE EMERGENCY DOOR**  
**(All Rear Engine Buses)**

Available Combinations By Capacity	Manufacturers Equipped Capacity	Shall Have	And Shall Also Have		
		Roof Hatch	L. Side Emerg. Exit Windows	R. Side Emerg. Exit Windows	L. Side Emerg. Exit Door
1-45	1-45	1	0	0	0
46-82	46-82	2	1	1	0
	46-82	2	0	0	1
83-89	83-89	2	1	1	0
	83-89	2	0	0	1
90-105	90-105	2	2	2	0
	90-105	2	1	1	1

3. When using either Table 1 or Table 2:
  - a. Enter the Table at the appropriate "CAPACITY" and select the desired row from the options for that capacity.
  - b. A school bus will meet the requirements of this specification and the requirements of FMVSS 217 if it contains the types and quantities of emergency exits listed on the row selected.

## **B. Air Conditioning (Optional)**

The following specifications are applicable to all types of school buses that may be equipped with air conditioning.

### **1. Performance Specifications**

The installed air conditioning system should cool the interior of the bus from 100 degrees to 80 degrees Fahrenheit, measured at three points (minimum) located four feet above the floor on the longitudinal centerline of the bus. The three required points shall be: (1) near the driver's location, (2) at the longitudinal midpoint of the body, and (3) two feet forward of the emergency door, or for Type D rear-engine buses, 2 feet forward of the end of the aisle.

The test conditions under which the above performance must be achieved shall consist of (1) placing the bus in a room (such as a paint booth) where ambient temperature can be maintained at 100 degrees Fahrenheit; (2) soaking the bus at 100 degrees Fahrenheit with windows open for at least one hour; and (3) closing windows, turning on the air conditioner with the engine running at the chassis manufacturer's recommended low idle speed, and cooling the interior of the bus to 80 degrees Fahrenheit, or lower, within 30 minutes while maintaining 100 degrees Fahrenheit outside temperature.

Alternately, and at the user's discretion, this test may be performed under actual summer conditions, which consist of temperatures above 85 degrees Fahrenheit, humidity above 50% with normal sun loading of the bus and the engine running at the engine manufacturer's recommended low idle speed. After a minimum of one hour of heat-soaking, the system shall be turned on and must provide a minimum of a 20 degree temperature drop in the 30 minute time limit.

The manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.

# **2006 School Bus Type Specifications**

## **NOTICE**

**These Specifications define certain, but not all, components required on school bus chassis purchased by public school divisions. The requirements for chassis are contained in *Regulations Governing Pupil Transportation Including Minimum Standards for School Buses in Virginia*. Copies of the regulations and standards can be reviewed at the chassis manufacturer's zone/district office or at the office of the local superintendent of schools.**

**Any variation from the specifications, in the form of additional equipment or changes in style of equipment, without prior approval of the Pupil Transportation Service, Department of Education, is prohibited.**

**The responsibility for compliance with these school bus specifications rests with dealers and manufacturers. If any dealers or manufacturers sell school bus vehicles that do not conform to any or all of these specifications, a general notice will be sent to all school divisions advising that equipment supplied by such dealer or manufacturer will be disapproved for school transportation until further notice. A copy of the notice will be sent to the dealer or manufacturer and will remain in effect until full compliance by the dealer or manufacturer is assured.**



**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “A” 16 & 24 PASSENGER**

<b><u>GVWR</u></b>	<b>10,000 (MINIMUM)</b>
<b><u>WHEELS</u></b>	<b>DISC 16 x 6</b>
<b><u>TIRES</u></b>	<b>RADIAL FRONT AND DUAL RADIAL REAR</b>
<b><u>FRAME</u></b>	<b>PER MANUFACTURER STANDARDS FOR SEVERE SERVICE</b>
<b><u>STEERING</u></b>	<b>POWER</b>
<b><u>FRONT BUMPER</u></b>	<b>HEAVY DUTY PAINTED BLACK</b>
<b><u>FRONT AXLE</u></b>	<b>GVWR AT GROUND COMMENSURATE WITH FRONT; WEIGHT LOADS THAT WILL BE IMPOSED BY BUS</b>
<b><u>REAR AXLE</u></b>	<b>GVWR AT GROUND COMMENSURATE WITH REAR; WEIGHT LOADS THAT WILL BE IMPOSED BY BUS</b>
<b><u>BRAKES</u></b>	<b>POWER, WITH ANTILOCK BRAKE SYSTEM</b>
<b><u>SUSPENSION</u></b>	<b>PER MANUFACTURER STANDARDS FOR SEVERE SERVICE</b>
<b><u>ENGINE</u></b>	<b>INTERNAL COMBUSTION</b>
<b><u>TRANSMISSION</u></b>	<b>AUTOMATIC W/PARKING PAWL OR APPROVED PARKING BRAKE SYSTEM</b>
<b><u>DRIVE SHAFT</u></b>	<b>GREASE FITTINGS ON ALL SHAFTS, GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>30 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>PER ENGINE MANUFACTURER SPECIFICATIONS WITH RESTRICTION INDICATOR</b>
<b><u>OIL FILTER</u></b>	<b>REPLACEABLE, 1 QUART CAPACITY</b>
<b><u>BATTERY</u></b>	<b>600 CCA</b>
<b><u>ALTERNATOR</u></b>	<b>90 AMP</b>

<b><u>HORN</u></b>	<b>DUAL ELECTRIC</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. AND VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS, AND LETTERINGS – BLACK; BALANCE YELLOW</b>
<b><u>ROOF</u></b>	<b>WHITE</b>

1. 16 Passenger Base Bus (Gasoline Engine – must have automatic fire extinguisher system – V8 – Min) Bus offered must have successfully completed a pilot program and be approved by the Virginia Department of Education.
2. 16 Passenger Base Bus (Diesel Engine) Bus offered must have successfully completed a pilot program and be approved by the Virginia Department of Education.
3. 24 Passenger Base Bus (Gasoline Engine – must have automatic fire extinguisher system – V8 – Min) Bus offered must have successfully completed a pilot program and be approved by the Virginia Department of Education.

24 Passenger Base Bus (Diesel Engine) Bus offered must have successfully completed a pilot program and be approved by the Virginia Department of Education.

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “C” 35 PASSENGER CONVENTIONAL**

<b><u>GVWR</u></b>	<b>21,000</b>
<b><u>WHEELS</u></b>	<b>8-STUD DISC – 22.5” X 6.75”</b>
<b><u>TIRES</u></b>	<b>9R22.5 – 12 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16” STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>6,000 LB.</b>
<b><u>REAR AXLE</u></b>	<b>15,000 LB.</b>
<b><u>BRAKES</u></b>	<b>HYDRAULIC DISC W/ABS (WITH ALLISON 2200 PTS ONLY) – OR - FULL AIR – 13.2 CFM COMPRESSOR – AIR DRYER (5 SPEED DIRECT OR ALLISON 2100 PTS ONLY)</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 3,000 LB. EA. @ GRD. REAR SPRINGS 7,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>175 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>5 SPEED DIRECT, ALLISON 2200 PTS, OR ALLISON 2100 PTS, SEE BRAKES FOR AUTHORIZED CONFIGURATIONS.</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QUART – PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 42 PASSENGER ENGINE FRONT**

<b><u>GVWR</u></b>	27,800
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 7.5”
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	10,800 LB.
<b><u>REAR AXLE</u></b>	17,000 LB.
<b><u>BRAKES</u></b>	FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “C” 53 PASSENGER CONVENTIONAL**

<b><u>GVWR</u></b>	25,000
<b><u>WHEELS</u></b>	8-STUD DISC – 22.5” X 6.75”
<b><u>TIRES</u></b>	9R22.5 – 12 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	8,000 LB.
<b><u>REAR AXLE</u></b>	17,000 LB.
<b><u>BRAKES</u></b>	HYDRAULIC DISC W/ABS (WITH ALLISON 2400 ONLY) – OR - FULL AIR – 13.2 CFM COMPRESSOR – AIR DRYER (5 SPEED DIRECT OR ALLISON 2000 ONLY)
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 4,000 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	175 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	5 SPEED DIRECT, ALLISON 2200 PTS, OR ALLISON 2100 PTS, SEE BRAKES FOR AUTHORIZED CONFIGURATIONS.
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750 CCA
<b><u>ALTERNATOR</u></b>	160 AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 53 PASSENGER ENGINE FRONT**

<b><u>GVWR</u></b>	27,800
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 7.5”
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	10,800 LB.
<b><u>REAR AXLE</u></b>	17,000 LB.
<b><u>BRAKES</u></b>	FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “C” 65 PASSENGER CONVENTIONAL**

<b><u>GVWR</u></b>	27,500
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 7.5”
<b><u>TIRES</u></b>	10R22.5 – 12 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	10,000 LB.
<b><u>REAR AXLE</u></b>	17,500LB.
<b><u>BRAKES</u></b>	FULL AIR – 13.2 CF COMPRESSOR –AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS5,000 LB. EA. @ GRD. REAR SPRINGS 8,750LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	175 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	5 SPEED DIRECT OR ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “C” 65 PASSENGER CONVENTIONAL  
HYDRAULIC BRAKE**

<b><u>GVWR</u></b>	26,000
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 7.5”
<b><u>TIRES</u></b>	10R22.5 – 12 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	10,000 LB.
<b><u>REAR AXLE</u></b>	17,500LB.
<b><u>BRAKES</u></b>	HYDRAULIC DISC W/ABS
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 8,750LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	175 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 2200 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW



**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE "D" 65 PASSENGER ENGINE FRONT**

<b><u>GVWR</u></b>	29,000
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5" X 7.5"
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16" STEEL
<b><u>FRONT AXLE</u></b>	12,000 LB.
<b><u>REAR AXLE</u></b>	17,000 LB.
<b><u>BRAKES</u></b>	FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 66 PASSENGER ENGINE REAR**

<b><u>GVWR</u></b>	29,800
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 7.5”
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	10,800 LB.
<b><u>REAR AXLE</u></b>	19,000 LB.
<b><u>BRAKES</u></b>	FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 71 PASSENGER ENGINE FRONT**

<b><u>GVWR</u></b>	29,000
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 7.5”
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	12,000 LB.
<b><u>REAR AXLE</u></b>	17,000 LB.
<b><u>BRAKES</u></b>	FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “C” 71 PASSENGER CONVENTIONAL**

<b><u>GVWR</u></b>	29,000
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 7.5”
<b><u>TIRES</u></b>	10R22.5 – 12 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	10,000 LB.
<b><u>REAR AXLE</u></b>	19,000LB.
<b><u>BRAKES</u></b>	FULL AIR – 13.2 CF COMPRESSOR –AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 9,500LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 72 PASSENGER ENGINE REAR**

<b><u>GVWR</u></b>	29,800
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 7.5”
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	10,800 LB.
<b><u>REAR AXLE</u></b>	19,000 LB.
<b><u>BRAKES</u></b>	FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 77 PASSENGER ENGINE FRONT**

<b><u>GVWR</u></b>	32,000
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 8.25”
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	13,000 LB.
<b><u>REAR AXLE</u></b>	19,000LB.
<b><u>BRAKES</u></b>	FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 6,500 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	210 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “C” 77 PASSENGER CONVENTIONAL**

<b><u>GVWR</u></b>	31,000
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 8.2.5”
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	10,000 LB.
<b><u>REAR AXLE</u></b>	21,000LB.
<b><u>BRAKES</u></b>	FULL AIR – 13.2 CF COMPRESSOR –AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 10,500LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	210 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 78 PASSENGER ENGINE REAR**

<b><u>GVWR</u></b>	33,000
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 7.5”
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	12,000 LB.
<b><u>REAR AXLE</u></b>	21,000 LB.
<b><u>BRAKES</u></b>	FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 10,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	210 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 3000 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW



**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE "D" 83 PASSENGER ENGINE FRONT**

<b><u>GVWR</u></b>	32,000
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5" X 8.25"
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16" STEEL
<b><u>FRONT AXLE</u></b>	13,000 LB.
<b><u>REAR AXLE</u></b>	19,000LB.
<b><u>BRAKES</u></b>	FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 6,500 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	210 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 3000 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2006 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 84 PASSENGER ENGINE REAR**

<b><u>GVWR</u></b>	33,000
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 8.25”
<b><u>TIRES</u></b>	11R22.5 – 14 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	12,000 LB.
<b><u>REAR AXLE</u></b>	21,000 LB.
<b><u>BRAKES</u></b>	FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 10,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	210 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	ALLISON 3000 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<b><u>OIL FILTER</u></b>	1-QT. PER MANUFACTURER
<b><u>BATTERY</u></b>	750CCA
<b><u>ALTERNATOR</u></b>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<b><u>HORN</u></b>	PER FMVSS
<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - - BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW

# Board of Education Agenda Item

Item: \_\_\_\_\_ C. \_\_\_\_\_

Date: \_\_\_\_\_ May 24, 2006 \_\_\_\_\_

**Topic:** First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Continuing Accreditation to the Teacher Education Programs at Eastern Mennonite University, Marymount University, and Virginia Union University

**Presenter:** Dr. Thomas A. Elliott, Assistant Superintendent, Division of Teacher Education, Licensure, and Professional Practice

**Telephone Number:** (804) 371-2522

**E-Mail Address:** Thomas.Elliott@doe.virginia.gov

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by  
\_\_\_\_\_ State or federal law or regulation  
X Board of Education regulation  
\_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting: Waive first review and approve ABTEL's recommendation for continuing accreditation.

\_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

X No previous board review/action

\_\_\_\_\_ Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

## Background Information:

*The Regulations Governing Approved Programs for Virginia Institutions of Higher Education* require colleges and universities that offer programs for the preparation of professional educators to obtain continuing program approval from the Board of Education. In Virginia, the review and approval of programs is viewed as the shared responsibility of institutions of higher education, school divisions, and the Department of Education. Final approval rests with the Board of Education.

The regulations define the standards that must be met and the review options available for the accreditation of teacher education programs. The regulations provide three options for accreditation: 1) a state review process for which the teacher education program must meet the standards established by Board of Education regulations; 2) the National Council for the Accreditation of Teacher Education (NCATE) process for which the teacher education program must meet the board's teaching area

requirements and the NCATE standards; or 3) the Teacher Education Accreditation Council (TEAC) process for which the teacher education program must meet the board's teaching area requirements and the TEAC standards. In all three options, the institution hosts an on-site visit by a team of trained reviewers who develop a report of findings that is submitted to the Department of Education for review by the Advisory Board on Teacher Education and Licensure (ABTEL). After a review of the report of findings, the ABTEL makes a recommendation to the Board of Education for final action.

### **Summary of Major Elements:**

During the spring and fall of 2005, Eastern Mennonite University, Marymount University, and Virginia Union University were reviewed using the NCATE option. At its April 24, 2006, meeting, ABTEL recommended that the Board of Education grant full accreditation to teacher preparation programs at Eastern Mennonite University, Marymount University, and Virginia Union University. Letters from the president of the NCATE supporting continuing accreditation of the institutions are included in attachment #1. Below are summaries of the review team reports for the three institutions.

#### Eastern Mennonite University

The review team found that the six standards prescribed in the NCATE 2000 Standards were met:

Standard 1: Candidate Knowledge, Skills, and Dispositions

Standard 2: Assessment System and Unit Evaluation

Standard 3: Field Experiences and Clinical Practice

Standard 4: Diversity

Standard 5: Faculty Qualifications, Performance, and Development

Standard 6: Unit Governance and Resources.

At its March 2006 meeting, the Unit Accreditation Board (UAB) of the NCATE reviewed the findings of the Board of Examiners and determined that the teacher preparation program at Eastern Mennonite University met the NCATE standards for continuing accreditation.

### **2003-2004 Praxis I: Reading, Writing, Mathematics Assessments**

<b>Eastern Mennonite University</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTERIZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTERIZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTERIZED PPST MATHEMATICS</b>
Number Taking Assessment	35	1	11	34	1	12	36	1	10
Number Passing Assessment	30	0	9	27	1	9	35	1	8
Institutional Pass Rate	86%	0%	82%	79%	100%	75%	97%	100%	80%

### 2003-2004 Praxis II Assessments

<b>Eastern Mennonite University</b>	<b>Number of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	24	Elem. Content.	24	100%
	4	Eng Lang Lit.	4	100%
	2	Mathematics	2	100%
	3	Social Studies	3	100%
	3	Music	3	100%
	2	Spanish	2	100%
	1	Biology	1	100%
	1	Chemistry	1	100%

### Marymount University

The review team found that the six standards in the NCATE 2000 Standards were met:

Standard 1: Candidate Knowledge, Skills, and Dispositions

Standard 2: Assessment System and Unit Evaluation

Standard 3: Field Experiences and Clinical Practice

Standard 4: Diversity

Standard 5: Faculty Qualifications, Performance, and Development

Standard 6: Unit Governance and Resources.

At its March 2006 meeting, the Unit Accreditation Board (UAB) of the NCATE reviewed the findings of the Board of Examiners and determined that the teacher preparation program at Marymount University met the NCATE standards for continuing accreditation.

### 2003-2004 Praxis I: Reading, Writing, Mathematics Assessments

<b>Marymount University</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTERIZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTERIZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTERIZED PPST MATHEMATICS</b>
Number Taking Assessment	28	10	49	28	10	49	27	11	49
Number Passing Assessment	24	10	42	24	10	42	24	10	42
Institutional Pass Rate	86%	100%	86%	86%	100%	86%	89%	91%	86%

### 2003-2004 Praxis II Assessments

<b>Marymount University</b>	<b>Number of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	61	Elem. Content.	61	100%
	3	Eng. Language Lit	3	100%
	1	Social Studies	1	100%
	2	Art Content	2	100%
	2	Biology Content	2	100%
	1	Chemistry	1	100%
	1	Biology	1	100%

### Virginia Union University

The review team found that six of the standards prescribed in the NCATE 2000 Standards were met:

Standard 1: Candidate Knowledge, Skills, and Dispositions

Standard 2: Assessment System and Unit Evaluation

Standard 3: Field Experiences and Clinical Practice

Standard 4: Diversity

Standard 5: Faculty Qualifications, Performance, and Development

Standard 6: Unit Governance and Resources.

At its March 2006 meeting, the Unit Accreditation Board (UAB) of the NCATE reviewed the findings of the Board of Examiners and determined that the teacher preparation program at Virginia Union University met the NCATE standards for continuing accreditation.

### 2003-2004 Praxis I: Reading, Writing, Mathematics Assessments

<b>Virginia Union University</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTERIZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTERIZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTERIZED PPST MATHEMATICS</b>
Number Taking Assessment		1	4	0	1	4	0	1	4
Number Passing Assessment		1	4	0	1	4	0	1	4
Institutional Pass Rate		100%	100%	--	100%	100%	--	100%	100%

### 2003-2004 Praxis II Assessments

Virginia Union University	Number of Candidates	Test Area	Number Passing	Pass Rate
	4	Elementary: Content Knowledge	4	100%
	1	Business Education	1	100%

#### Superintendent's Recommendation:

The Acting Superintendent of Public Instruction recommends that the Board of Education waive first review and approve ABTEL's recommendation to grant continuing accreditation to the teacher education programs at Eastern Mennonite University, Marymount University, and Virginia Union University.

#### Impact on Resources:

Expenses incurred during on-site review of teacher education programs are funded by the hosting institution.

#### Timetable for Further Review/Action:

Review of teacher preparation programs in Virginia are conducted on a seven-year cycle. Programs that do not meet standards for continuing accreditation are reviewed as needed. Programs that meet standards for accreditation will be reviewed again on the established cycle.

# ***ATTACHMENT #1***

**Letters from the National Council for Accreditation of  
Teacher Education (NCATE) Supporting Continuation of  
Accreditation of Teacher Education Programs at  
Eastern Mennonite University, Marymount University,  
and Virginia Union University**



# Board of Education Agenda Item

Item: \_\_\_\_\_ D. \_\_\_\_\_

Date: \_\_\_\_\_ May 24, 2006 \_\_\_\_\_

**Topic:** Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Continuing Program Approval with Stipulations to the Teacher Education Program at Saint Paul's College

**Presenter:** Dr. Thomas A. Elliott, Assistant Superintendent, Division of Teacher Education, Licensure, and Professional Practice

**Telephone Number:** (804) 371-2522

**E-Mail Address:** Thomas.Elliott@doe.virginia.gov

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by  
\_\_\_\_\_ State or federal law or regulation  
X Board of Education regulation  
\_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting: The board will receive ABTEL's recommendation for final review and program approval

\_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

X Previous review/action  
date April 26, 2006  
action Received ABTEL's recommendation for first review

## Background Information:

*The Regulations Governing Approved Programs for Virginia Institutions of Higher Education* require colleges and universities that offer programs for the preparation of professional educators to obtain continuing program approval from the Board of Education. In Virginia, the review and approval of programs is viewed as the shared responsibility of institutions of higher education, school divisions, and the Department of Education. Final approval rests with the Board of Education.

The regulations define the standards that must be met and the review options available for the accreditation of teacher education programs. The regulations provide three options for accreditation: 1) a state review process for which the teacher education program must meet the standards established by Board of Education regulations; 2) the National Council for the Accreditation of Teacher Education (NCATE) process for which the teacher education program must meet the board's teaching area

requirements and the NCATE standards; or 3) the Teacher Education Accreditation Council (TEAC) process for which the teacher education program must meet the board's teaching area requirements and the TEAC standards. In all three options, the institution hosts an on-site visit by a team of trained reviewers who develop a report of findings that is submitted to the Department of Education for review by the Advisory Board on Teacher Education and Licensure (ABTEL). After a review of the report of findings, the ABTEL makes a recommendation to the Board of Education for final action.

### **Summary of Major Elements:**

During spring 2005, Saint Paul's College was reviewed using a process approved by the Board of Education and based on 20 standards in the following four categories:

- I. Program Design;
- II. Faculty;
- III. Candidates; and
- IV. Program Operation/Accountability.

Saint Paul's College was founded in 1888 and is one of Virginia's historically Black colleges. A private, co-educational college associated with the Episcopal Church, the school was incorporated originally as the Saint Paul Normal and Industrial School. A department of teacher training was started in 1922 and was recognized by the Board of Education in 1926. The college prepares students for careers and graduate studies in the humanities, social sciences, education, business, mathematics, and natural sciences. Saint Paul's purpose "is to provide an academic environment that promotes the vision of its founder to educate all students, especially the underserved, with educational, cultural, spiritual, and life-long learning experiences that will enable them to lead in a technological and global society."

The team recommendation for the teacher preparation program at Saint Paul's College is continuing approval with stipulations. A recommendation of approval with stipulations is made when the institution's teacher education program does not meet all standards or has met the standards with weaknesses. The review team made the recommendation of approval with stipulations based on the finding that 5 of 18 applicable standards were not met. Specific indicators of the five standards not met include the following:

1. There is little evidence that candidates have acquired the knowledge and skills needed to succeed on the Praxis I assessment in reading, writing, and mathematics;
2. Evidence regarding Praxis II was not presented because the data have not been systematically collected;
3. Additional information is needed to identify all competencies on the program matrices;
4. Professional studies coursework exceeds the 24-hour limit for elementary and special education and exceeds the 18-hour limit for other endorsement areas; and
5. The teaching load for full-time faculty of 15 hours per semester does not accommodate and support faculty involvement in teaching, scholarship, and service. Additionally, a recruitment and retention policy that includes an explicit plan with adequate resources to hire and retain a qualified and diverse faculty was not evident.

At the November 21, 2005, ABTEL meeting, the Teacher Education Committee of ABTEL requested to review the full report of the on-site visit as well as meet with officials regarding the recommendation of the state team. At its February 6, 2006, and March 20, 2006, meetings, the Teacher Education Committee of ABTEL discussed the findings of the on-site review team. Officials of Saint Paul's College presented information on improvements made in the teacher preparation program since the March 2005 review and provided the Department of Education with responses to the standards that were not met when the visit was conducted. Significant progress at the college included the following:

- For spring semester 2006, 44 traditional students are pursuing teaching endorsements in the Department of Education at Saint Paul's College;
- Saint Paul's College serves a growing population of nontraditional candidates (career switchers) in the underserved region of Southside Virginia. During the 2003-2006 academic years, this population has averaged more than 50 candidates per year seeking licensure preparation.
- Two new Praxis I and Praxis II preparation courses have been implemented. These courses feature individualized instruction by faculty in specific discipline areas, tutoring, and access to Plato (a computer-based Praxis preparation system);
- Two faculty members with doctoral degrees have been hired;
- A reform of the general education curriculum was implemented during fall 2004 and continues to provide a foundation for students pursuing teacher education;
- The Department of Education at Saint Paul's College has developed a system to monitor candidate progress and collect data on candidate achievement;
- Professional studies coursework has been adjusted to meet the cap established by the Board of Education; and
- Faculty loads have been adjusted within the college's Department of Education.

At its March 20, 2006 meeting, ABTEL approved a motion to continue program approval with stipulations at Saint Paul's College. The advisory board's action was based on the significant progress the college has made toward fulfilling the requirements of the unmet standards since the review team visit. Additionally, the president of the college, the provost, and the director of teacher education met with the advisory board and assured ABTEL of their commitment to the continued enhancement of the teacher preparation program at Saint Paul's College through the implementation of specific strategies and documentation of progress toward continued improvement.

The approval with stipulations is contingent upon continued progress at the college in the areas of: (1) alignment with the teacher education standards; (2) data development and annual maintenance of information on candidate progress; (3) service to the community through programs for nontraditional students; and (4) annual reports to the Department of Education on progress made based on the contingencies. During first review of the ABTEL recommendation on April 26, 2006, members of the Board of Education received a personal statement from Dr. John K. Waddell, president of Saint Paul's College, assuring timely implementation of the four contingencies.

**Superintendent's Recommendation:**

The Acting Superintendent of Public Instruction recommends that the Board of Education approve ABTEL's recommendation to grant continuing program approval with stipulations to the teacher education program at Saint Paul's College, contingent upon continued progress at the college in the areas of: (1) alignment with the teacher education standards; (2) data development and annual maintenance of information on candidate progress; (3) service to the community through programs for nontraditional students; and (4) annual reports to the Department of Education on progress made based on the contingencies.

**Impact on Resources:**

Expenses incurred during on-site review of teacher education programs are funded by the hosting institution.

**Timetable for Further Review/Action:**

Teacher preparation programs reviewed under the state approval process are conducted on a seven-year cycle. Programs that meet standards for full approval will be reviewed again on the established cycle.

# Board of Education Agenda Item

Item: \_\_\_\_\_ E. \_\_\_\_\_

Date: \_\_\_\_\_ May 24, 2006 \_\_\_\_\_

**Topic:** First Review of Recommended Cut Scores for the Standards of Learning Mathematics and Reading Tests in Grades 3 through 8

**Presenter:** Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Assessment and Reporting

**Telephone Number:** (804) 225-2102 **E-Mail Address:** [Shelley.Loving-Ryder@doe.virginia.gov](mailto:Shelley.Loving-Ryder@doe.virginia.gov)

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

☒ Board review required by

\_\_\_\_\_ State or federal law or regulation

☒ Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

☒ Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

☒ No previous board review/action

\_\_\_\_\_ Previous review/action

date \_\_\_\_\_

action \_\_\_\_\_

## Background Information:

To meet the requirements of the federal *No Child Left Behind Act of 2001*, new reading and mathematics Standards of Learning (SOL) tests for grades 3 through 8 are being administered in spring 2006.

Consistent with the process used to set cut scores on the other SOL tests, committees of educators were convened to recommend to the Board of Education minimum cut scores on mathematics and reading tests in grades 3 through 8 that represent the achievement levels of basic, pass/proficient and pass/advanced.

## Summary of Major Elements:

Information about the range of cut scores recommended by the committees for the mathematics and reading tests for grades 3 through 8 for the achievement levels of basic, pass/proficient and pass/advanced will be presented to the Board. The Board is asked to review this information and to adopt "cut" scores on the mathematics and reading tests at grades 3 through 8 that represent the achievement levels of basic, pass/proficient and pass/advanced.

**Superintendent's Recommendation:**

The Acting Superintendent of Public Instruction recommends that the Board waive first review and adopt cut scores for the mathematics and reading tests at grades 3 through 8 that represent the achievement levels of basic, pass/proficient and pass/advanced.

**Impact on Resources:**

N/A

**Timetable for Further Review/Action:**

N/A

## Standard Setting Modified-Angoff Procedure

Standard setting is a systematic way of making a professional judgment on the number of questions on a test that must be answered correctly to signify that a student's achievement is at the *basic*, *proficient* or *advanced* achievement level. The number of questions that a student must answer correctly to be classified as basic, proficient or advanced is called a "cut score." In the case of the *Standards of Learning (SOL) Assessments* for reading and mathematics in grades 3-8, four performance level categories have been established:

*Advanced Attainment of the Standards* (Pass)  
*Proficient in the Standards* (Pass)  
*Basic Attainment of the Standards* (Fail)  
*Below Basic Attainment of the Standards* (Fail)

One cut score will be established to distinguish *Basic Attainment of the Standards* (Fail) from *Below Basic Attainment of the Standards* (Fail). A second cut score will distinguish *Proficient in the Standards* (Pass) from *Basic Attainment of the Standards* (Fail). A third cut score will distinguish *Advanced Attainment of the Standards* (Pass) from *Proficient in the Standards* (Pass).

The procedure selected for use on the multiple-choice SOL tests is known as the modified-Angoff procedure. This procedure has been widely used on multiple-choice tests for over 35 years and was used in Virginia in standard setting for both the *Minimum Competency Tests* and *Literacy Passport Tests*. Listed below are the steps followed in the application of the modified-Angoff procedure.

1. Judges receive training in the standard-setting process and complete a simulation activity.
2. Judges take the test on which cut scores are to be set to simulate the experience of the students who have taken the test.
3. Judges discuss the performance level descriptor for each achievement level (i.e., Below Basic, Basic, Proficient, and Advanced). Judges discuss definitions of "barely basic understanding," "barely proficient" and "barely advanced" to further define the particular knowledge and skills that separate those students in one achievement level from those in the others.
4. ***Round 1 Ratings:***  
Judges independently examine each question on the test, think of 100 *barely proficient* students, and estimate the proportion (percent) of *barely proficient* students who should answer the questions correctly. (Note: Judges are instructed to determine what students *should* do, rather than what they *can* now do.) Judges use the same procedure for the *basic* and *advanced* categories. When Round 1 is completed, each judge has recorded an estimated percent for each question on the test.
5. Each judge's ratings on the questions are averaged and converted to a cut score. As shown in the example on the next page, each judge's ratings across the 10 test questions are averaged (i.e., summed and divided by the number of questions on the test). In the

case of the example shown below, the ratings for Judge 1 are summed (.60 + .65 + .65 + .65 + .60 + .55 + .55 + .60 + .55 + .60 = 6.00) and divided by the number of questions on the test (6.00 / 10 = .60). Thus, Judge 1 has estimated that a student would need to answer 60 percent or six (6) questions correctly to demonstrate proficiency on this ten-question test.

**Example  
Four Judges Ratings on a Ten-Question Test**

Question	Judge 1	Judge 2	Judge 3	Judge 4
1	.60	.75	.70	.55
2	.65	.60	.60	.55
3	.65	.65	.60	.50
4	.65	.80	.65	.60
5	.60	.75	.65	.45
6	.55	.80	.60	.45
7	.55	.90	.70	.40
8	.60	.55	.45	.40
9	.55	.65	.50	.55
10	.60	.55	.55	.55
Total	6.0	7.0	6.0	5.0
Average	.60	.70	.60	.50
Cut Score	6	7	6	5

6. The range of cut scores is presented to the judges. In the example, one judge placed the cut at 5, two at 6, and one at 7. Judges discuss their ratings and refine the definitions and descriptors of *barely basic*, *barely proficient* and *barely advanced*.
7. **Round 2 Ratings:**  
Judges are provided with a table of each judge's ratings from Round 1, refine the definitions and descriptors, and repeat the process used in Round 1.
8. **Round 3 Ratings:**  
Optional.
9. Report of results presented as a recommendation to the Board of Education. The Board will be presented with the range of judges' scores at each of the three cuts.



# Board of Education Agenda Item

Item: \_\_\_\_\_ F. \_\_\_\_\_

Date: \_\_\_\_\_ May 24, 2006 \_\_\_\_\_

**Topic:** First Review of Recommended Cut Scores for the Standards of Learning Writing Tests for Grades 5 and 8

**Presenter:** Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Assessment and Reporting

**Telephone Number:** (804) 225-2102 **E-Mail Address:** [Shelley.Loving-Ryder@doe.virginia.gov](mailto:Shelley.Loving-Ryder@doe.virginia.gov)

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

☒ Board review required by

\_\_\_\_\_ State or federal law or regulation

☒ Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

☒ Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

☒ No previous board review/action

\_\_\_\_\_ Previous review/action

date \_\_\_\_\_

action \_\_\_\_\_

## Background Information:

In spring 2006 new Standards of Learning (SOL) writing tests for grades 5 and 8 were administered. These new writing tests measure the 2002 English SOL and were developed according to a revised blueprint. Consistent with the process used to set cut scores on the other SOL tests, committees of educators were convened to recommend to the Board of Education minimum cut scores on the grade 5 and 8 writing tests that represent the achievement levels of pass/proficient and pass/advanced.

## Summary of Major Elements:

Information about the range of cut scores recommended by the committees for the writing tests at grades 5 and 8 for the achievement levels of pass/proficient and pass/advanced will be presented to the Board. The Board is asked to review this information and to adopt cut scores on the writing tests at grades 5 and 8 that represent the achievement levels of pass/proficient and pass/advanced.

## Superintendent's Recommendation:

The Acting Superintendent of Public Instruction recommends that the Board waive first review and adopt cut scores for the writing tests for grades 5 and 8 that represent the achievement levels of pass/proficient and pass/advanced.

**Impact on Resources:**

N/A

**Timetable for Further Review/Action:**

N/A

## **Standard Setting Bookmark Procedure**

Standard setting is a systematic way of making a professional judgment on the number of score points on a test that must be earned to signify that a student has reached a specified criterion. The number of score points that a student must obtain is called a “cut score.” In the case of the *Standards of Learning (SOL) Writing Assessments*, three performance level categories have been established:

*Advanced Attainment of the Standards* (Pass)  
*Proficient in the Standards* (Pass)  
*Does Not Meet the Standards* (Fail)

One cut score will be established to distinguish *Proficient in the Standards* (Pass) from *Does Not Meet the Standards* (Fail). A second cut score will distinguish *Advanced Attainment of the Standards* from *Proficient in the Standards*.

For the Standards of Learning English: Writing Tests at grades 5 and 8 students respond to multiple-choice questions and write a brief paper on a topic given to them at the time of testing. The number of multiple-choice questions the student answered correctly is added to the number of points the student earned on the brief paper to derive the student’s total score on the test.

The standard setting procedure used for the Standards of Learning English: Writing Tests at grades 5 and 8 is known as the Bookmark procedure. One of the reasons this procedure was selected is that it is designed for use with tests where students answer multiple-choice questions and write a short paper. Listed below are steps followed in the application of the Bookmark procedure:

1. Panelists are presented with a general definition and description of standard setting as being a systematic way of making a professional judgment about how many points a student must achieve to meet a specified criterion.
2. Panelists take the multiple-choice component of the English: Writing Test to simulate the experience of students who have taken the test. Panelists are not asked to write a paper.
3. Panelists discuss and develop definitions and descriptors of the three achievement levels (i.e., Does Not Meet, Proficient, and Advanced). Panelists discuss definitions of “barely proficient” and “barely advanced.” The purpose of this task is for the panelists to define the particular knowledge and skills that separate those students who *are barely proficient in the content standards for writing* from those who *do not meet the content standards*. Similarly, panelists are to define the particular knowledge and skills that separate students who are *advanced in the content standards for writing* from those who are *proficient in the content standards*.
4. Panelists receive training in the application of the Bookmark procedure.

In the Bookmark procedure the multiple-choice questions are ordered in a booklet from easiest to hardest based on Spring 2006 information. The easiest question is the first question in the book while the hardest question is the last question in the book. Interspersed among the multiple-choice questions are examples of student papers. These student papers also are ordered from low score to high score. Thus, a low score on the brief paper would be toward

the front of the book while a high score would be toward the back.

Panelists are asked to move through the ordered test booklet and to think about the knowledge and skills exemplified by the multiple-choice questions and the scores assigned to the writing papers. Panelists are asked to place a “bookmark” in the test booklet at the point where the questions and papers **prior to the bookmark** exemplify knowledge and skills that a student must have to be considered *barely proficient*. Panelists place a second “bookmark” at the place in the test booklet where the questions and papers **prior to the bookmark** exemplify knowledge and skills that a student must have to be considered *barely advanced*.

5. Panelists participate in a practice activity using the Bookmark procedure.
6. ***Round 1 Ratings:***  
Panelists receive ordered test booklets and are asked to independently place two “bookmarks” in the test booklet. The first “bookmark” is placed where the questions and papers **prior to the bookmark** exemplify knowledge and skills that a student must have to be considered *barely proficient* in writing. The second “bookmark” is placed where the questions and papers **prior to the bookmark** exemplify knowledge and skills that a student must have to be considered *barely advanced*.
7. ***Round 2 Ratings:***  
Panelists are provided with a table of each judge’s ratings from Round 1, refine the definitions and descriptors of the performance levels, and repeat the process used in Round 1.
8. ***Round 3 Ratings:***  
Optional.
9. At the conclusion of the final round, the panelists have completed their task. The results of their work will be presented to the Board of Education as ranges of potential cut scores. Two ranges will be presented. The first range will represent potential cut scores delineating *Does Not Meet the Standards* from *Proficient in the Standards*. The second range will represent cut scores distinguishing *Proficient in the Standards* from *Advanced Attainment of the Standards*.

# Board of Education Agenda Item

Item: G.

Date: May 24, 2006

Topic: Final Review of Approval of Local School Division Remedial Plans

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement

Telephone Number: (804) 786-5819 E-Mail Address: Kathleen.Smith@doe.virginia.gov

## Origin:

☐ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☒ Board of Education regulation

☐ Other: \_\_\_\_\_

☒ Action requested at this meeting \_\_\_\_\_

## Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action

date April 26, 2006

action Received report for first review

## Background Information:

As required by 8 VAC 20-630-20, school divisions are required to develop a remediation plan designed to strengthen and improve the academic achievement of eligible students. Local school divisions have submitted remedial plans for summer 2006 to the department for approval by the Board of Education. Data regarding the summer program for 2005 will be submitted to the department by school divisions as required by the Code of Virginia in September 2006. This data cannot be collected until after administration of the Standards of Learning assessments in spring 2006.

## Summary of Major Elements

Department staff members have reviewed remediation plans from 130 school divisions and determined that all of the plans meet the requirements of 8 VAC 20-630-20. Two divisions, Loudoun County and Frederick County, have indicated that they will not offer a remedial summer program. A summary of the quality indicators proposed in the remedial plans from the 130 school divisions that reported as required is attached.

8 VAC 20-630-50 requires school divisions to report to the department the pass rate on the Standards of Learning

assessments for students who attend the 2006 summer remedial programs or, in the case of year-round schools, 2006-2007 intersession programs. Divisions will submit SOL data pertaining to the 2006 summer remedial program, or in the case of year-round schools, 2006-2007 intersession programs in September 2007.

**Superintendent's Recommendation:**

The Acting Superintendent of Public Instruction recommends that the Board of Education accept for final review and approve the report on local school division remedial plans.

**Impact on Resources:**

None

**Timetable for Further Review/Action:**

None

**Data Submitted on the 2006-2007 School Division Remediation Plans**

**A. Program Offering**

<b>Type of Program to be Offered in Summer 2006</b>	<b>Percentage of 130 Localities* K-8</b>	<b>Percentage of 130 Localities* Secondary</b>
Remedial summer school*	98%	78%
Intersession program for year-round school	9%	3%
*Loudoun County and Frederick County will not offer a remedial summer program in 2006.		

**B. Quality Indicators**

<b>Quality Indicator (Proposed)</b>	<b>Percentage of 130 of the Localities</b>	<b>Proposed Qualifier Indicated by School Division on the Remedial Plan</b>
In-service and training is provided for staff not trained in remediation techniques that are assigned to the program. (In some localities, all staff are already trained.)	68%	1-4 hours of training are provided.
	8%	5-9 hours of training are provided.
	8%	10 or more hours of training are provided.
Data regarding student content weaknesses are used to design the remediation program (e.g., SOL assessments, diagnostic tests, classroom assessments).	78%	Content is developed for a program that will meet the needs of the greatest number of students who may require remediation.
	68%	Content is developed for the individual needs of each student.

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
Communication between the remedial teacher and the classroom teacher regarding the students' needs and progress is maintained.	57%	Regular classroom teachers meet with remedial teachers to discuss individual student's needs.
	78%	A written record is completed by the regular classroom teacher regarding each student and is reviewed by the remediation teacher prior to the beginning of the remediation program.
	29%	The regular classroom teacher determines the expected remediation goal(s) for students.
	45%	The remediation teacher determines the expected remediation goal(s) for students.
	53%	The remediation teacher and the regular classroom teacher collaboratively determine the expected remediation goal(s) for students.



Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
Communication between the remedial teacher and the classroom teacher regarding the students' needs and progress is maintained. (Cont.)	30%	Regular classroom teachers meet with remedial teachers to discuss the individual student's progress in meeting expected remediation goal(s) for students.
	75%	A written record regarding the individual student's progress in meeting remediation goals is completed by the remediation teacher and is reviewed by the regular classroom teacher.
When students have exceptionally low performance, they have been screened for reading deficits before being remediated in a content area.	55%	Remediation will continue in the content area(s) with adjustments made by the remediation teacher for the reading level.
	68%	Remediation will continue in the content area(s) with adjustments made by the remediation teacher and the student is additionally given specific support for reading instruction.

<b>Quality Indicator (Proposed)</b>	<b>Percentage of 130 of the Localities</b>	<b>Proposed Qualifier Indicated by School Division on the Remedial Plan</b>
When students have exceptionally low performance, they have been screened for reading deficits before being remediated in a content area. (Cont.)	22%	Remediation will not continue in the content area(s). As an alternative, the student is given specific intensive support for reading instruction.
For remedial summer school, more than the 40 minimum hours of instruction are provided in a K-5 integrated program of two or more subjects.	41%	40-59 hours of instruction are provided.
	33%	60-79 hours of instruction are provided.
	12%	80-99 hours of instruction are provided.
	4%	100+ hours of instruction are provided.
For remedial summer school, K-12, more than the 20 minimum hours of instruction are provided for each core subject.	32%	20-39 hours of instruction are provided.
	28%	40-59 hours of instruction are provided.
	32%	60-79 hours of instruction are provided.
	8%	80-99 hours of instruction are provided.
	4%	100+ hours of instruction are provided.

<b>Quality Indicator (Proposed)</b>	<b>Percentage of 130 of the Localities</b>	<b>Proposed Qualifier Indicated by School Division on the Remedial Plan</b>
For remedial summer school, in K-5 programs, the required pupil-to-teacher ratio is less than 18:1.	2%	1 remediation teacher to no more than 5 students.
	18%	1 remediation teacher to no more than 10 students.
	37%	1 remediation teacher to no more than 12 students.
	42%	1 remediation teacher to no more than 18 students.
For remedial summer school, in 6-12 programs, the required pupil-to-teacher ratio is less than 18:1.	1%	1 remediation teacher to no more than 5 students.
	16%	1 remediation teacher to no more than 10 students.
	30%	1 remediation teacher to no more than 12 students.
	48%	1 remediation teacher to no more than 18 students.

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
<b>K-8</b>  The regulation required the remediation goal for the student to include an expected target score on a locally-designed or selected test that measures the SOL content being remediated. Divisions reported the type of assessment used for this purpose as follows:  <b>S</b> = SOL test, including retake of the SOL in 2006-2007 <b>LS</b> = Locally-selected (i.e., Algebra Readiness Diagnostic Test, PALS, or commercial test) <b>LD</b> = Locally-developed test (e.g., common tests developed by division staff) to measure student performance on SOL <b>A</b> = Alternate assessment as indicated on the IEP	73%	English/Writing S
	82%	LS
	65%	LD
	42%	A
	75%	Mathematics S
	75%	LS
	62%	LD
	42%	A
	48%	Social Studies S
	31%	LS
	42%	LD
	28%	A
	49%	Science S
	30%	LS
	42%	LD
	26%	A

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
<b>Secondary</b>  The regulation required the expected remediation goal for the student to include an expected target score on a locally-designed or selected test that measures the SOL content being remediated. Divisions reported the type of assessment used for this purpose as follows:  <b>S</b> = SOL test, including retake of the SOL in 2006-2007 <b>LS</b> = Locally-selected (i.e., Algebra Readiness Diagnostic Test, PALS commercial test) <b>LD</b> = Locally-developed test (e.g., common tests developed by division staff) to measure student performance on SOL <b>A</b> = Alternate assessment as indicated on the IEP	79%	English/Writing S
	19%	LS
	32%	LD
	27%	A
	78%	Mathematics S
	32%	LS
	32%	LD
	26%	A
	71%	Social Studies S
	12%	LS
	32%	LD
	26%	A
	71%	Science S
	12%	LS
	29%	LD
	24%	A

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
Eligibility for the remedial summer program is based on specific indicators.	87%	Indicator #1: The student failed all SOL tests in grades 3, 5, and 8.
	70%	Indicator #2: Failed a high school end-of-course test.
	98%	Indicator #3: Local criteria are established to determine eligibility.
Parental involvement indicators are provided.	97%	Indicator #1: Parents are provided with information regarding the criteria used to determine eligibility.
	80%	Indicator #2: Parents are provided with information regarding the content of the remediation program prior to beginning the program.

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
Parental involvement indicators are provided. (Cont.)	52%	Indicator #3: Parents are provided with a copy of the individual student record, or information contained in the student record, prior to the beginning of the program.
	83%	Indicator #4: Parents are notified of progress made in the remediation program at specific intervals throughout the year.

### C. Projected Budget Reported for 2005 Remedial Summer School

Total projected expenditures for the remedial summer program reported by school divisions in categories:	
Employee Salaries and Benefits	\$46,473,438
Transportation	7,154,254
Instructional Materials and Supplies	3,431,320
All Other Categories	1,975,828
Total Expenditures	\$59,034,840.000
Total projected revenues for the remedial summer program reported by school divisions:	
Non-state Revenue	\$34,607,231
State Revenue	24,427,609
Total Revenue	\$59,034,840.000



# Board of Education Agenda Item

Item: \_\_\_\_\_ H. \_\_\_\_\_

Date: \_\_\_\_\_ May 24, 2006 \_\_\_\_\_

**Topic:** Update on Status of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan and Compliance Requirements under the *No Child Left Behind Act of 2001*

**Presenter:** Dr. Linda M. Wallinger, Assistant Superintendent for Instruction  
Ms. Shelley Loving-Ryder, Assistant Superintendent for Assessment and Reporting

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## Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by  
☐ State or federal law or regulation  
☐ Board of Education regulation  
☐ Other: \_\_\_\_\_

☐ Action requested at this meeting ☐ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

☐ No previous board review/action  
☒ Previous review/action  
date March 22, 2006  
action Board approved proposed amendments

## Background Information:

Proposed Amendments to Virginia's Consolidated State Application Accountability Plan  
The *No Child Left Behind Act of 2001* (NCLB), which is a reauthorization of the Elementary and Secondary Education Act (ESEA), requires all state educational agencies (SEA) to submit for approval to the United States Department of Education (USED) individual program applications or a consolidated state application. In May 2002, the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application under the NCLB law. The NCLB application process involves multiple submissions of information, data, and policies. A major component of the consolidated application is Virginia's Consolidated State Application Accountability Workbook that describes a single statewide accountability system for the commonwealth. The policies and procedures that were used to determine Adequate Yearly Progress (AYP) ratings for the 2005-2006 school year based on 2004-2005 assessment results are described in the amended workbook dated June 22, 2005.

At its March 22, 2006, meeting the Virginia Board of Education adopted proposed amendments to the Consolidated State Application Accountability Plan (amended June 22, 2005) as required in the *No Child Left Behind Act of 2001*.

On March 31, 2006, President of the Board Dr. Mark E. Emblidge communicated the board's action to the USED and asked USED to approve the requests as specific waivers permitted in Section 9401 of the federal law. These amendments are based on four years of implementing NLCB and identification of certain procedures in implementing AYP policies that may result in unintended consequences.

Virginia's proposed amendments fall under 7 major areas: (1) reversing the order of the school choice and supplemental educational services (SES) sanctions; (2) targeting choice and SES only to the subgroup and individual students not making AYP; (3) identifying for improvement only those schools that fail to make AYP for two consecutive years in the same subject and subgroup; (4) including the passing scores of all retests of SOL assessments required for graduation in the calculation of AYP; (5) including test scores from only certain grade levels in the 2006-2007 AYP performance calculation for subgroups; (6) extending flexibility in AYP calculation policies for students with disabilities; and (7) modifying testing and AYP calculation policies for limited English proficient (LEP) students.

#### Requirements for Highly Qualified Teachers

On October 21, 2005, Secretary of Education Margaret Spellings issued a policy letter explaining that despite the substantial progress states are making in meeting the goal of having all core academic subjects taught by highly qualified teachers (HQT) by the end of the 2005-2006 school year, states are still facing difficulties in fully meeting this requirement. The Secretary stated that if a state is falling short of the 100 percent HQT goal but meets the four requirements for implementing NCLB that constitute a "good-faith effort" to reach the goal, USED would request that states submit a revised plan detailing specific steps the state will take to reach the HQT goal in the 2006-2007 school year. For the 2004-2005 school year, Virginia reported that 94.6 percent of the classes in the state are taught by highly qualified teachers. Preliminary data suggest that Virginia will not meet the goal of 100 percent HQT by the end of the 2005-2006 school year. Therefore, Virginia will be required to submit a revised state plan to USED on July 7, 2006.

On March 21, 2006, Assistant Secretary of Education Henry L. Johnson issued a policy letter stating that as part of the revised state plan, each state will need to explain how the SEA will limit the use of the High Objective Uniform State Standard of Evaluation (HOUSSE) procedure for teachers hired after the end of the 2005-2006 school year. At subsequent follow-up meetings on the same topic, USED has indicated that the HOUSSE may not be available for use by states after July 1, 2006.

#### Status of USED Standards and Assessment Peer Review

As part of the NCLB compliance requirements states must submit materials to USED for a peer review of the processes and policies related to the development and implementation of the state's standards and assessments. In November 2005, the Virginia Department of Education submitted available documentation to USED for review under this requirement. Because Virginia implemented new tests in reading and mathematics in grades 3-8 in spring 2006 as well as a revised alternate assessment program for students with significant cognitive disabilities, some of the required information was not available at the time of the November 2005 submission. On March 22, 2006, USED issued a letter to Virginia outlining additional evidence that Virginia must submit after the spring 2006 test administration to meet the requirements. Based on the timeline for the submission of this additional information, USED will issue one of the following approval categories: 1) full approval; 2) full approval with recommendations; 3) approval expected; 4) approval pending; or 5) non-approved. Depending on the initial approval category, USED may place conditions on a state's Title I grant award and restrict NCLB flexibility agreements. A second peer review of the additional information will be conducted and USED will issue a revised approval category.

**Summary of Major Elements**

To date, the U. S. Department of Education (USED) has not responded to the Board of Education's request to amend Virginia's Consolidated State Application Accountability Workbook. The calculation of Adequate Yearly Progress (AYP) for the 2006-2007 year based on 2005-2006 assessment results is dependent on a decision from USED.

Non-regulatory guidance from USED on the changes in implementation for the HOUSSE requirements is pending. It is difficult for Virginia to provide guidance to the local school divisions until official guidance has been issued by USED.

A response from USED regarding standards and assessment peer review approval category for the Virginia assessment system is pending.

**Superintendent's Recommendation:**

No action is requested. This report is for information purposes only.

**Impact on Resources:**

The provisions of the *No Child Left Behind Act of 2001* require the Department of Education to collect, analyze, and report data related to determining Adequate Yearly Progress (AYP) for all schools and school divisions in the state. Depending on the results of the standards and assessment peer review, adjustments may need to be made to the implementation of the current assessment system. The Department of Education is also required to collect, analyze, and report data on the status of Highly Qualified Teachers (HQT). Depending on the results of USED's review of Virginia's HQT state plan and the Title II, Part A Compliance Management Report, adjustment may need to be made to Virginia's HOUSSE.

**Timetable for Further Review/Action:**

The Department of Education will provide periodic updates to the Board of Education.

# Board of Education Agenda Item

Item: I.

Date: May 24, 2006

**Topic:** Review of the Board of Education Legislative Responsibilities Resulting from Actions of the 2006 General Assembly

**Presenter:** Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

**Telephone Number:** (804) 225-2403 **E-Mail Address:** [Anne.Wescott@doe.virginia.gov](mailto:Anne.Wescott@doe.virginia.gov)

## Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by  
☐ State or federal law or regulation  
☐ Board of Education regulation  
☐ Other: \_\_\_\_\_

☐ Action requested at this meeting

☐ Action requested at future meeting:

## Previous Review/Action:

☒ No previous board review/action  
☐ Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

## Background Information:

Certain legislation passed by the 2006 General Assembly requires consideration and/or action from the Board of Education. The legislation presented in this report includes only those pieces of legislation directly affecting the Board and is not inclusive of all legislation affecting K-12 education.

## Summary of Major Elements:

The following list highlights those pieces of legislation that require action/consideration by the Board in 2006.

## Legislation and Resolutions Passed by the 2006 General Assembly

**HB 19** – This bill amends § 22.1-253.13:4 of the Code of Virginia to direct the Board to collect, analyze, and report high school graduation rates using a standardized formula prescribed by the bill by October 1, 2008. The bill also permits the Board to promulgate such regulations as may be necessary and appropriate to carry out its responsibilities. By December 1, 2006, the Board shall report to the General Assembly on the formula to be used. The bill states that the Board must consider the 2005 Report of the National Governors' Association Task Force on State High School Graduation Data in its deliberations regarding a standardized formula.

**HB 348** - and **SB 39** – These bills authorize the Board to initiate a review of any alleged violation of its regulations by a local school board or local school board employee responsible for the distribution or administration of tests. The bill also allows the Board to recover the reasonable costs of any review or investigation conducted because of violations of test security from any person who violates test security procedures.

**HB 350** and **SB 676** – These bills address a consolidation plan for the Virginia Schools for Deaf, Blind and Multi-Disabled in Staunton and Hampton. The bills authorize the Department of General Services to enter into an agreement for necessary renovations, additions, and new facility construction at the Staunton campus under traditional procurement or PPEA. The Department of Education would assist with the transition of services to a regional day program in the Hampton Roads area. Amendments proposed by the Governor were rejected by the General Assembly. Final action by the Governor regarding these bills is pending.

**HB 577** – This bill requires the Boards and Departments of Education, Juvenile Justice, Mental Health, Mental Retardation and Substance Abuse Services, and Social Services to promulgate regulations that require, as a condition of initial licensure of, and, if appropriate, license renewal, that the applicant: 1) be personally interviewed to determine the qualifications of the owner or operator before granting an initial license; 2) provide evidence of having relevant prior experience before any initial license is granted; 3) provide, as a condition of initial license or renewal licensure, evidence of staff participation in training on appropriate siting of the residential facilities for children, good neighbor policies, and community relations; and 4) be required to screen residents prior to admission to exclude individuals with behavioral issues, such as histories of violence, that cannot be managed in the relevant residential facility.

**HB 813** – This bill provides that the Board may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board must provide notice to local school boards regarding such special provisions.

**HB 838** – This bill requires the Board to promulgate regulations to ensure the transfer of credits from any private elementary, middle, or high school located in the Commonwealth to a public school in any Virginia school division. Working with affected entities, the Board has addressed this issue in its proposed revisions to its *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

**HB 1058** and **SB 71** – These bills shift the review of the Standards of Quality (SOQ) from odd to even-numbered years. The Board addressed the review process for the SOQ in this calendar year at its April

meeting and planning session. Affected organizations have been asked to provide public comment to the Board this month.

**HB 1427** and **SB 410** – These bills require the Board to develop a plan to identify initiatives or conditions currently funded under the federal *No Child Left Behind Act of 2001* (NCLB) that are not integral components of Virginia's accountability system as authorized by the General Assembly and Board. The plan must address the consequences of noncompliance with the identified integral components, which should include any potential loss of federal funds. The bill also includes a provision requiring the Office of the Attorney General to include an estimate of the costs of providing legal services in the event that federal funds are withheld. The report must be provided to the General Assembly by October 1, 2006.

**HB 1428** – This bill encourages the President of the Board, in calendar year 2006, to request waivers and exemptions to the provision of NCLB from the U.S. Department of Education (USED). The waiver requests included, but are not limited to, the following: 1) additional flexibility regarding supplemental services and public school choice; 2) the identification of schools in improvement to consider those schools that fail to make adequate yearly progress (AYP) for two consecutive years in the same subject and for the same subgroup; 3) the modification of AYP progress calculation policies to accommodate appropriate measures of progress for students with disabilities and those students who are limited English proficient (LEP); and 4) the ability to count the passing scores of students on retests in the calculation of AYP in a manner that increases the validity of AYP determinations across tested grade levels. At the March 2006 Board meeting, a waiver request was approved for submission to USED. The submission covered the four categories noted above.

Prior to the commencement of the 2007 General Assembly, the President of the Board is required to report on the status of all waiver requests. Should the response from USED to the Board waiver requests be considered unsatisfactory, then the report must provide recommendations regarding additional actions to include: 1) the nullification and revocation of the Virginia Consolidated State Application submitted to the USED; 2) legal actions that may be taken by the Office of the Attorney General; and 3) additional negotiations with the USED.

**SB 683** - This bill requires the Board and the Department of Education to collect statewide data on Virginia's public school LEP students as well as school division programs for LEP students. The data collection shall include, but need not be limited to, the demographics of Virginia's LEP students according to the following:

- 1) Country of origin;
- 2) First or native language;
- 3) School attendance in the country of origin;
- 4) Age and grade of first enrollment in a Virginia public school;
- 5) Standards of Learning (SOL) assessment scores;
- 6) Reasons for dropping out of high school;
- 7) Barriers to high school graduation; and
- 8) Graduation rates; types of diplomas awarded to LEP students, class standing, and college aspirations and attendance.

The data collection must also address school division programs designed to assist LEP students in academic achievement. The data collection should cover issues such as: 1) exercising the option to allow LEP students to attend until attaining the age of 22; 2) providing targeted remediation classes for

students who have failed the English 11 SOL assessments, summer school English for Speakers of Other Languages (ESOL) classes, after-school and weekend tutoring; and 3) other strategies to assist older high school LEP students in meeting graduation requirements.

In addition to collecting these data, the Board must analyze the information in the context of existing Board regulations, NCLB, and LEP student needs. By December 1, 2006, a report must be provided to the General Assembly to include steps to resolve any issues related to LEP student abilities to obtain a diploma and achieve high academic standards.

**SB 687** - This bill prohibits the Board from conditioning full approval of teacher education programs provided by an institution of higher education on (i) the number of students in individual licensure programs, such as, but not limited to, prekindergarten-three, Spanish, music education, high school physics, or other disciplines, or (ii) documented efforts to increase enrollment in such programs.

**HJ 96** and **SJ 125** –These resolutions encourage the Board and Department of Education and the Board and the Department of Mental Health, Mental Retardation and Substance Abuse Services and other relevant entities to take certain actions to improve the education and treatment of individuals with autism spectrum disorders. The Board and Department of Education are urged to continue to implement regulatory initiatives designed to strengthen teacher qualifications, to include pre-service and in-service professional development opportunities relating to the effective treatment of autism spectrum disorders. The Board and Department of Education are also urged to examine appropriate educational placements considering the IEPs of autistic students, the effects of mainstreaming, and the feasibility of alternative placements in public and private schools having qualified staff and adequate facilities.

**SJ 171** – This resolution requires the Board to survey Family Life Education programs in the public schools.

**Superintendent's Recommendation:** No action is required. This report is for informational purposes.

**Impact on Resources:** N/A

**Timetable for Further Review/Action:** All reports that must be made to the General Assembly as the result of legislative mandates will be presented to the Board for review and approval.